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State Normal School

Los Angeles

California



STATE NORMAL SCHOOL
LOS ANGELES, CALIFORNIA

Established in 1881

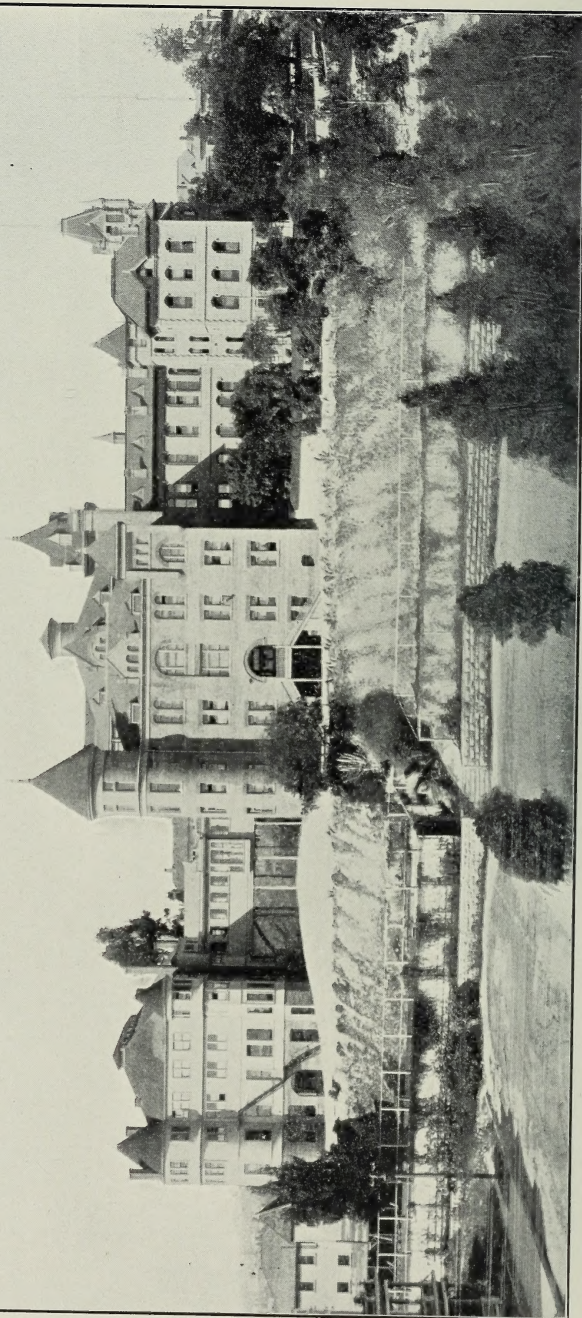
Catalog for the Year End-
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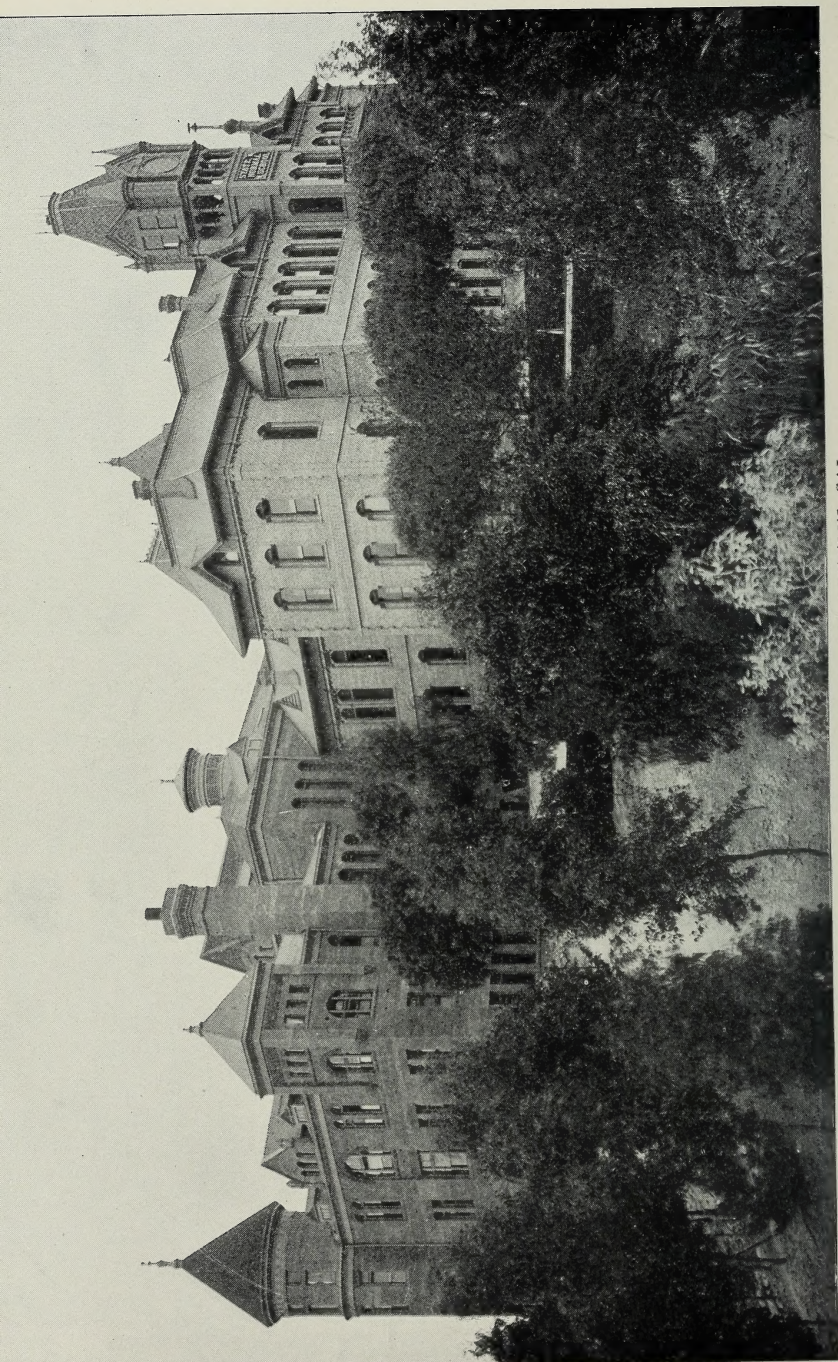


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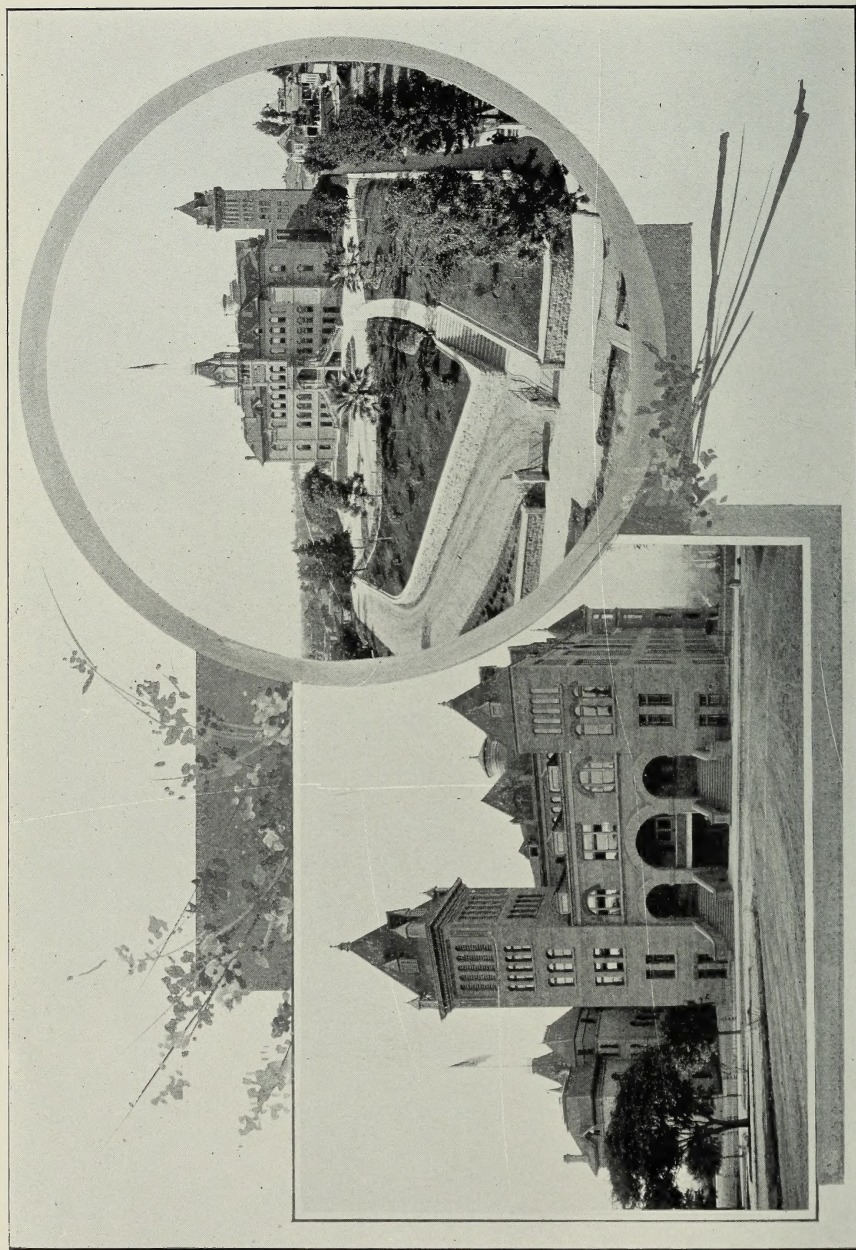
STATE NORMAL SCHOOL, LOS ANGELES, CAL.
View of Buildings from the South.



STATE NORMAL SCHOOL, LOS ANGELES, CAL.
Southeast View.



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North Entrance. East Entrance.
STATE NORMAL SCHOOL, LOS ANGELES, CAL.

STATE NORMAL SCHOOL

(INCLUDING TRAINING SCHOOL
AND KINDERGARTEN)

LOS ANGELES, CALIFORNIA



TWENTY-FIRST ANNUAL CATALOG

FOR THE SCHOOL YEAR
ENDING JUNE 30, 1903

.... AND

CIRCULAR OF INFORMATION

FOR 1903-1904



SACRAMENTO : : W. W. SHANNON
SUPERINTENDENT OF STATE PRINT-
ING : : 1903 : : : : : : : : : : :

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CALENDAR FOR 1903-1904.

FIRST TERM.

Entrance examinations, admission on credentials, and examinations for advanced standing and to remove conditions - -
Monday, August 31, 1903.

Term opens - - - - - Wednesday, September 2, 1903.

Term closes - - - - - Thursday, January 28, 1904.

Holiday vacation - - - - - December 18, 1903, to January 4, 1904.

SECOND TERM.

Entrance examinations and admission on credentials - - -
Monday, February 1, 1904.

All students entering at this time must be prepared to begin their work in advance of first year.

Term opens - - - - - Wednesday, February 3, 1904.

Mid-term vacation - - - - - April 8 to 18, exclusive.

Term closes - - - - - Wednesday, June 22, 1904.

Commencement - - - - - Thursday, June 23, 1904.

BOARD OF TRUSTEES, 1903-1904.

GEORGE C. PARDEE,	-	-	-	-	-	-	-	Governor.
								Ex Officio.
THOMAS J. KIRK,	-	-	-	-	-	-	-	Superintendent Public Instruction.
								Ex Officio.
E. J. LOUIS,	-	-	-	-	-	-	-	San Diego.
CHARLES DWIGHT WILLARD,	-	-	-	-	-	-	-	Los Angeles.
JOHN WASSON,	-	-	-	-	-	-	-	Pomona.
J. P. GREELEY,	-	-	-	-	-	-	-	Santa Ana.

OFFICERS OF THE BOARD.

JOHN WASSON,	-	-	-	-	-	-	-	President.
CHARLES DWIGHT WILLARD,	-	-	-	-	-	-	-	Vice-President.
EDWARD T. PIERCE,	-	-	-	-	-	-	-	Secretary.

EXECUTIVE COMMITTEE.

CHARLES DWIGHT WILLARD, J. P. GREELEY,
E. J. LOUIS.



VIEWS OF LOS ANGELES CITY FROM NORMAL SCHOOL BUILDING.

FACULTY, 1902-1903.

NORMAL DEPARTMENT.

EDWARD T. PIERCE, LL.B., PD.D., PRESIDENT,
School Economy.

MELVILLE DOZIER, B.P., VICE-PRESIDENT,
Mathematics and Bookkeeping.

WILLARD S. SMALL, A.M., PH.D.,
Supervisor of Training School.

ISABEL W. PIERCE, PRECEPTRESS,
English.

SARAH P. MONKS, A.M., CURATOR OF MUSEUM,
Zoölogy and Botany.

HARRIET E. DUNN, LIBRARIAN,
History.

* CHARLES E. HUTTON, A.M., REGISTRAR,
Mathematics.

JOSEPHINE E. SEAMAN,
English.

MAY A. ENGLISH,
Chemistry and Arithmetic.

JAMES H. SHULTS, A.M., M.D.,
Physics and Physiology.

EVERETT SHEPARDSON, A.M.,
Psychology and Pedagogy.

ADA M. LAUGHLIN,
Drawing.

JAMES F. CHAMBERLAIN,
Geography and Physics.

CHARLES M. MILLER,
Manual Training.

CHARLES DON VON NEUMAYER,
Reading.

SARAH J. JACOBS,
Director of Physical Training.

B. M. DAVIS, M.S.,
Biology and Nature Study.

KATE BROUSSEAU,
Psychology and Mathematics.

* Resigned February 1, 1903.

FACULTY OF NORMAL DEPARTMENT--Continued.

MARY M. SMITH,
Drawing and Sloyd.

JENNIE HAGAN,
Music.

AGNES ELLIOTT,
History.

MARY G. BARNUM, B.L.,
English.

* LOU HELLMUTH, PH.B., M.L.,
English.

JESSICA C. HAZARD,
Domestic Science and Domestic Art.

LUCY J. ANDERSON,
Domestic Science and Reading.

MATTIE M. TOWNSEND,
Typewriter and Office Assistant.

ELIZABETH H. FARGO,
Assistant Librarian.

KINDERGARTEN TRAINING DEPARTMENT.

† FLORENCE LAWSON, *Director.* GERTRUDE LAWSON, *Assistant.*

TRAINING SCHOOL.

Critic Teachers.

FRANCES H. BYRAM, *City Principal.*

HELEN MACKENZIE.

ALBERTINA SMITH.

CARRIE REEVES.

CLARA M. PRESTON.

FRANCES BROWN.

EMPLOYEES.

EDWIN P. CARR, *Engineer and Carpenter.*

S. W. JOHNSON AND SON, *Resident Janitors.*

THOMAS FARNHAM, *Gardener.*

C. H. LAWRENCE, *Janitor.*

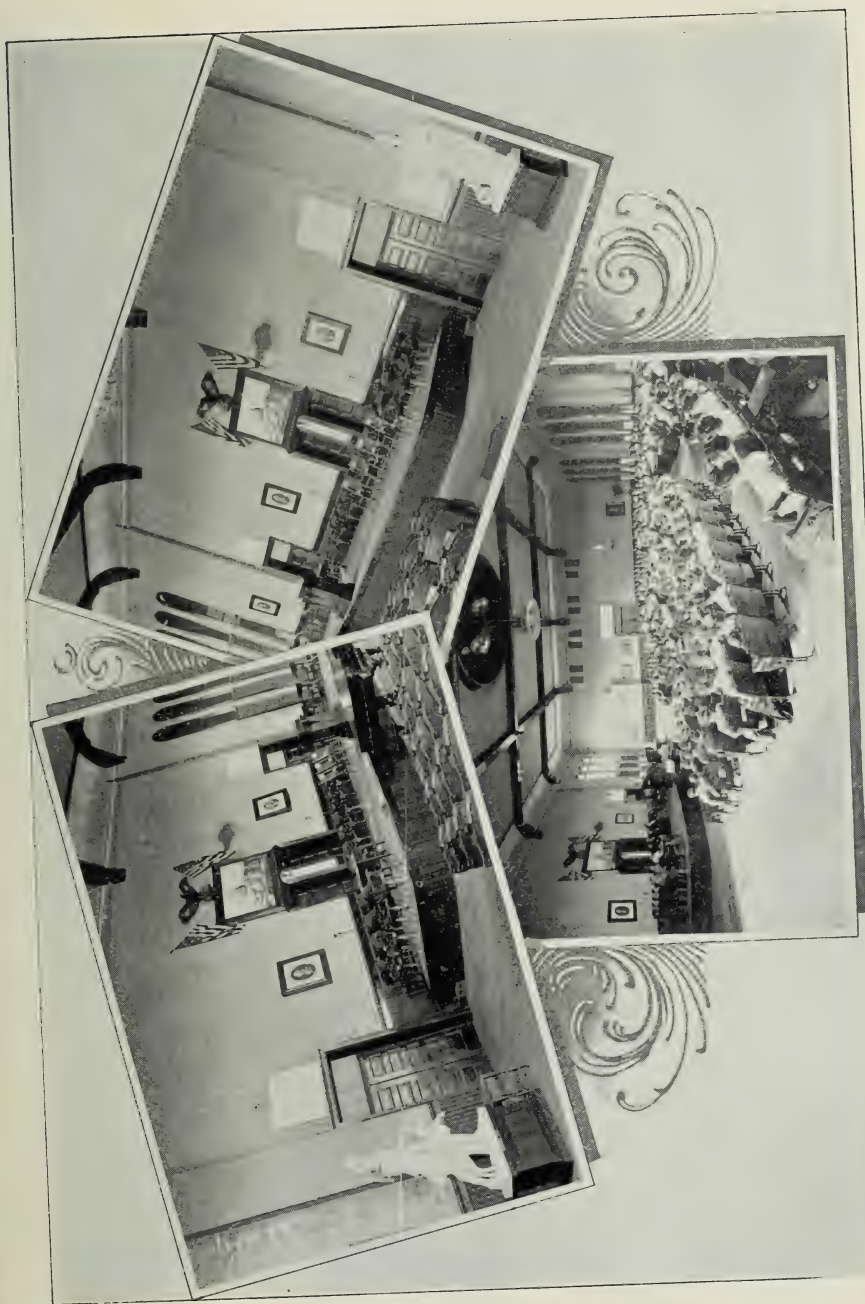
* Absent on leave, 1902-3. Substitute, Josephine Devine.

† Absent on leave, October, 1902—February, 1903. Substitute, Kate Gertz.

OFFICES AND RECEPTION ROOMS.



VIEWS OF ASSEMBLY ROOM.





STATUES AND PICTURES IN ASSEMBLY.
A few of the Gifts of Graduating Classes.

STANDING COMMITTEES—1903-1904.

1. ENROLLMENT COMMITTEE:

President Pierce, Mr. Dozier, Miss Jacobs.

President's Office.

2. CLASSIFICATION COMMITTEES:

(a) HIGH SCHOOL GRADUATES, ENTERING REGULAR PROFESSIONAL COURSE:

Mr. Davis, Miss Dunn, Miss Brousseau.

Room G.

(b) APPLICANT FOR KINDERGARTEN TRAINING COURSE:

Miss Lawson, Dr. Small, Mrs. Pierce.

Room C.

(c) CANDIDATES FOR PRELIMINARY COURSE:

Miss Elliott, Mrs. Barnum.

Room E.

(d) CREDITS ON PROFESSIONAL COURSES:

Mr. Shepardson, Mrs. English, Dr. Small.

Room Y.

(e) CREDITS ON PRELIMINARY COURSES:

Mr. Dozier, Miss Seaman, Dr. Shults.

Room V.

(f) APPLICANTS FROM OTHER NORMAL SCHOOLS:

Miss Smith, Mr. Chamberlain, Miss Monks.

Room T.

(g) VISITING TEACHERS:

Dr. Small, Mr. Shepardson.

Office of Supervisor of Training School.

(h) SPECIAL STUDENTS IN DRAWING:

Miss Laughlin, Miss Smith.

Room N.

(i) SPECIAL STUDENTS IN MUSIC:

Miss Hagan.

Room S.

(j) SPECIAL STUDENTS IN MANUAL TRAINING AND DOMESTIC SCIENCE:

Mr. Miller, Mrs. Hazard, Miss Anderson.

Sloyd Room.

(k) CLASSIFICATION OF STUDENTS ALREADY ENROLLED:

Present and last class-teacher.

STANDING COMMITTEES, 1903-1904—Continued.

3. CANDIDATES FOR GRADUATION:
Mr. Shepardson, Dr. Small, President Pierce.
Room Y.
4. STUDENTS' ENTERTAINMENTS:
Mr. Dozier, Mrs. Pierce, Miss Jacobs, Miss Hagan, Miss
Laughlin, Mrs. Hazard.
Reception Room.
5. PUBLIC LECTURES AND ENTERTAINMENTS:
President Pierce, Mr. Davis, Miss Hagan, Dr. Shults, Mr.
von Neumayer, Mrs. Barnum.
Reception Room.
6. LIBRARY:
President Pierce, Miss Dunn, Mrs. Pierce, Dr. Small, Mr.
Davis.
7. CATALOG:
Dr. Small, President Pierce, Mrs. Barnum, Mr. Davis.

Class teachers are assigned at the beginning of each term.

PRESIDENT'S REPORT.

EDWARD T. PIERCE.

The State Normal School at Los Angeles opened its doors for the reception of students, August 29, 1882. The school was established for the sole purpose of preparing teachers for the public schools. Its Faculty consisted of three members; its student-body of sixty-one. The school was then located in the outskirts of a comparatively small town of 12,000 inhabitants. The surrounding country was very sparsely populated; school districts were large in area and school buildings were far apart. Few teachers were demanded. The great material development of this part of the State since then and the consequent increase in population have increased the demand for trained teachers; and this demand has had its effect upon the growth of the Normal School. The original building, containing about fifteen class-rooms, has been greatly enlarged at various times, there being now more than fifty rooms devoted to recitation and laboratory purposes, exclusive of those used by the Training School. There are thirty-two members of the Faculty and a student-body varying in number in different years from 400 to 500.

Although the course of study has been changed from time to time to meet the demands of progressive educational thought, the original purpose of the school has been strictly adhered to during the twenty years of its existence. At least ninety-eight per cent of its graduates (over 1,400 in number) have taught, and a large proportion of them are now teaching in the schools of the State. The success of these teachers has been marked. With few exceptions they have shown ability to grapple with the problems confronting them both in the district schools of the country and in the grades of the larger city schools.

With the growth of the school, various departments of culture and training have been added. The curriculum now includes courses in physical training, manual training, art, and domestic science. The school has also a well-established department for the training of kindergarten teachers.

Most of the students now entering the school have had a high school education or its equivalent. A preliminary course is maintained for the few students whom it is still deemed advisable to admit from the ninth grade of the public schools, but the regular course is for those fully accredited to the State University and covers two years of professional work. This course has four phases.

(1) Review of common school subjects—reorganization of each accord-

ing to its own inner relations and its relations to other subjects—in order to strengthen the student's knowledge and to lead him to think subject-matter from the teacher's standpoint.

(2) Study of educational principles:

- (a) A special course in biology, which anticipates practically the work in psychology, hygiene, and nature study.
- (b) The study of psychology, with special reference to the mental development of the child. Much practical and experimental work is given in child-study.
- (c) General pedagogy or method—a study of educational aims, principles, and methods; especially a study of the activity of the mind in acquiring knowledge.

(3) Special method—a rehandling of most of the common-school subjects in the light of general method, with the purpose of discovering special methods for teaching different phases of knowledge—mathematics, science, English, etc.

(4) Practice in teaching. Twenty-two rooms are set aside for the use of the Training School. There are six critic teachers, presided over by a supervisor specially trained by years of study of education. The discussions of method and the practice work in teaching go hand in hand, under the guidance not only of the special critic teachers in the several grades, but also of the method teachers in the different departments. Each member of the Normal Faculty devotes from three to six hours a week to visiting in the Training School and conference with student-teachers. Thus, all members of the Faculty are vitally interested in the work of the Training School, and the entire work of the school has but one end in view: the special training of students for the special work of teaching. A presentation of each subject in the curriculum in its relation to the work of teaching will be found under its special heading in this catalog.

Still further to unify the work of the school and keep the teachers in touch with their associates, a Faculty seminar for the discussion of educational problems of general interest is held bi-monthly. On alternate weeks group meetings are held, at which teachers in the various departments, in conjunction with the critic teachers, discuss special Training School problems involving the presentation of different subjects in the elementary school curriculum.

The school is centrally located. Los Angeles has a population of 130,000; it is the metropolis of Southern California and the second city in size in the State. The situation of the school with respect to the rest of the city is excellent, being near the center and on an eminence overlooking most of the business portion. All of the principal street-car lines center near the school and radiate to all parts of the city. The great suburban railway depot is located only five blocks distant. From this point electric lines extend to nearly all the towns located within

fifty miles of Los Angeles. Within this radius there is a yearly demand for from one hundred to one hundred and fifty new teachers. The school has not been able to supply the demand during the past year.

Students have many advantages while attending school in a large city—church facilities, lectures, and entertainments of a high character—that a small town does not afford. Prominent men often visit the city and lecture before the school; and in many incidental ways students gain much that broadens them intellectually and enlarges their views of life. Every effort is made to eliminate the unfit and to send out only thoroughly prepared, capable, and conscientious teachers to take charge of schools.

The Normal School is especially equipped for the purpose of training teachers in all the phases of work now demanded by the common schools. The library of over 12,000 volumes has been selected with especial reference to the technical needs of the school. The laboratories, the manual training rooms, and the domestic science department are well supplied with apparatus for class and individual work. The Training School is large enough both as to numbers and room to give much practice in teaching to all who complete the course.

A special appropriation of \$12,000 for making repairs on the buildings, purchasing additional furniture and apparatus, and further improving the grounds, will aid materially in making the State Normal School of Los Angeles one of the most attractive and best equipped training schools for teachers in the country.

A credit of 30 units, or one year, in the University of California and in Stanford Junior University, is given to graduates of the school who are specially recommended by the President and Faculty.

Any information in regard to the school not found in this catalog may be had by writing to the President.

GENERAL INFORMATION.

Advice to Those Who Wish to Enter the School.

1. If possible, complete a good high school course. Ask yourself if you have an earnest desire to become a well-prepared teacher, and if you possess the ability, mentally and physically, to do the hard work required. Determine whether you will abide by every regulation, and will earnestly strive to build up such a character as should distinguish the worthy model for children that every teacher should be.

2. Bring with you a statement of good moral character, signed by two of the School Trustees, or other resident citizens of your district. This reference must be presented before the applicant is registered as a student. (See forms at end of catalog.)

3. Be prepared to present to committees on admission university recommendations or such other certificates of scholarship or experience as conditions of admission require.

4. Text or reference books which you may have will be useful here, and should be brought with you.

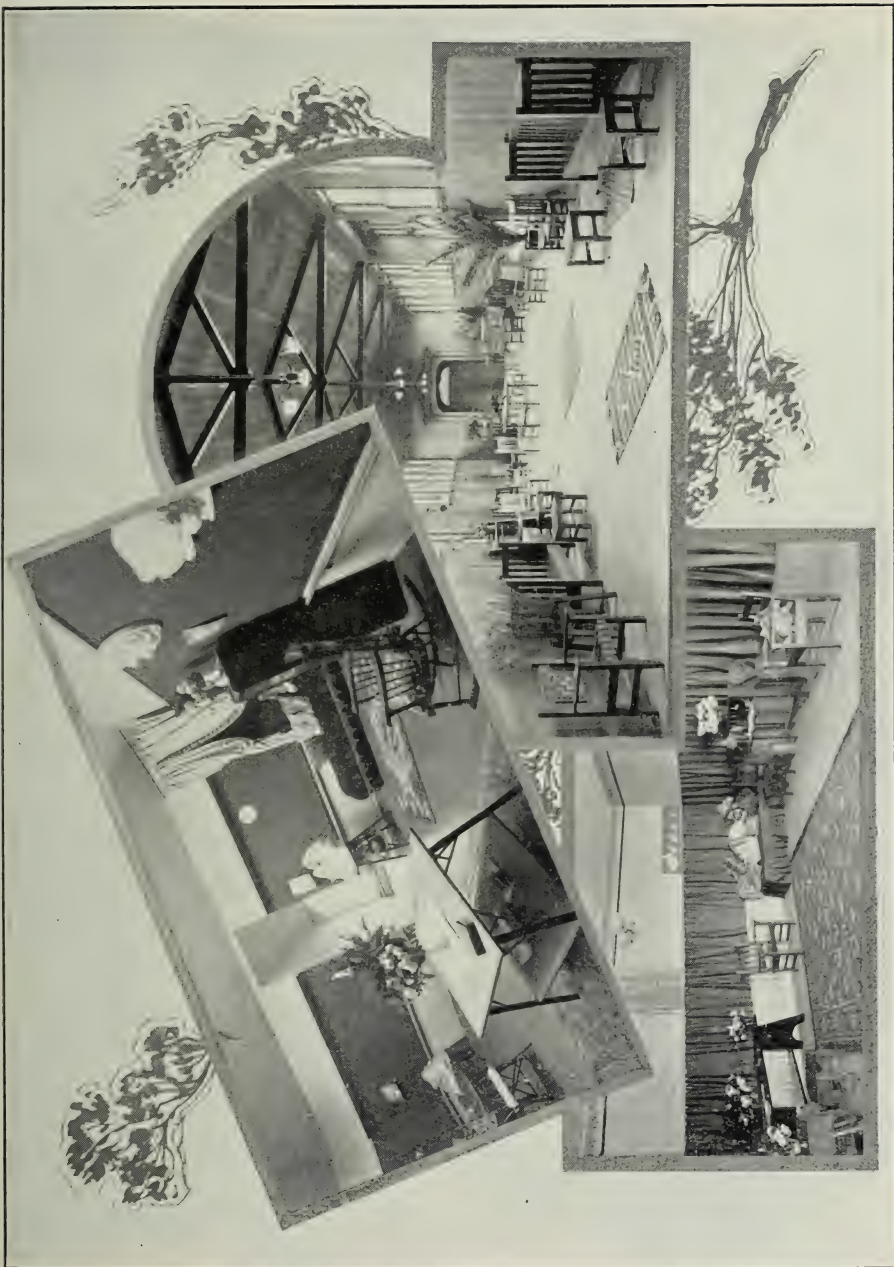
Discipline.

The aim of the administration is to lead students to be self-governing. An effort is made to create a feeling of responsibility and lofty purpose, such as should characterize normal school students.

Class Teachers.

The government of the school is largely maintained and the detail work of management carried forward by means of the class-teacher system. The students are divided into section groups, numbering in each from twenty to thirty. A special teacher has charge of each group. Several important offices fall to the duty of class teachers. They advise students in regard to their course and make out the individual programs. They have direct charge of the students through the term and keep themselves informed as to the work of each. They receive reports of attendance, tardiness, and temporary absence, and hold students responsible for a lack of performance of duty. They meet all students in their section at least once each week to receive reports and give general advice and directions.

Students in trouble or in need of advice go first to their class teacher,



Y. W. C. A. Room.
Kindergarten Alumni Room.

Connecting Hall between Buildings.
Furnished by Students.
A GROUP OF SOCIAL HALLS.

who assists them when consistent with the regulations of the school. In this way the difficulties often attendant on the education of large bodies of students are mostly avoided, as each one receives attention from some special teacher as often as it is needed, whether in case of discipline, sickness, or furtherance of school work.

Expenses.

The expenses are as light as they are at any school on this coast. Tuition is free. Books cost on an average about \$5 per term. Instruments and material for work in the different sciences will cost from \$10 to \$20 during the four years. One dollar per term will be charged for materials in the Physical Laboratory work, \$2.50 for the same purpose in the work in Chemistry, and \$1.50 for the material used in the Domestic Science Department; fifty cents per year will be charged for material in Sloyd work. One dollar must be paid on entrance as a library fee, to cover wear and tear. This will be the only fee of the kind for the entire course. Board in private families costs from \$3.50 to \$5 per week. Rooms may be had by students if they wish to board themselves. The cost of living may then be reduced to \$2.50 per week. Many of the students also find it possible to work for a part, or the whole, of their board. When this is done it is advisable for the student not to attempt to take the entire work of any class, but to take a year longer and thus avoid overtasking himself.

Boarders and Boarding.

The Board of Trustees of the school have adopted the following regulations, which the Faculty of the school are required to see fully observed.

All students attending any department of the school, who do not board and room with their parents or legal guardians, and who are not under the immediate charge of parents or such guardians, shall be considered as boarders, and shall be subject to the following rules:

1. Students must consult the Preceptress or President before selecting boarding-places. This rule is imperative and applies to all, whether they have been in the school before or are new students.

2. Students must board at places indorsed by the Preceptress or President.

3. Young women and young men shall not be allowed to board in the same house. This rule shall apply equally when the house is occupied by two or more families.

4. Permission must in every case be obtained from the Preceptress when students desire to board in families where boarders are taken who are not connected with the school. It is not expected that permission will be asked which conflicts with the preceding regulation.

5. Brothers and sisters shall be allowed to board in the same house, provided no other boarders are received into the house.

Social Life.

There are the societies customary in schools in this class—Christian Associations, Glee Clubs, Tennis Clubs, Athletic Clubs, etc.—for the promotion of the literary, Christian, and social life, and the amusement of students. Everything consistent with the main purpose of the school is done by the Faculty to make the social life of students as pleasant and varied as possible.

Graduation.

To graduate, one must be at least eighteen years old; must have been not less than one year in the school; must have passed creditably in all the studies of the prescribed course; and must have shown, by actual and continued teaching in the Training School, ability and fitness for governing and teaching.

Legal Status of Graduates from the State Normal Schools of California.

School Law of California:—Section 1503. (1) The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the course of study and training prescribed, diplomas of graduation, either from the normal department or the kindergarten department, or both.

(2) Such diploma from the normal department shall entitle the holder thereof to a certificate corresponding in grade to the grade of the diploma from any County, or City and County, Board of Education in the State. One from the kindergarten department shall entitle the holder to a certificate to teach any kindergarten class of any primary school in the State.

The first certificate referred to is the elementary certificate entitling the holder to teach in any primary or grammar school in California.

The Relation of the State Normal Schools to the State University and Stanford Junior University.

Arrangements have been consummated by which graduates of the State Normal Schools who previously have had a high school training and who are specially recommended by the normal school faculties, may enter either of the above universities with a credit of thirty units, and thus be enabled to complete their college course in three years. This plan is worthy the consideration of strong young men and women who expect to become teachers. It is generally admitted by school authorities that the normal school course and the university course supplement each other and that those who have had both are best equipped for teaching in any position. Under the present arrangements, young men and women of ability are enabled to complete both courses in five years instead of six as heretofore.

CONDITIONS OF ADMISSION.

For admission to any of the following courses, the applicant must be sixteen years of age and strong, mentally, morally, and physically.

Character.

Every one admitted to the school must present a certificate of good moral character, signed by the County or City Superintendent of Schools, or by two School Trustees, or by any two reputable and permanent residents of the district from which such pupil comes.

Forms for above certificates will be found on last page of catalog.

Health.

According to a regulation of the Board of Trustees, each applicant must present evidence of being strong physically and free from chronic defects that would prevent successful work in the school or would militate against his or her fitness as a teacher of children. The Faculty are therefore authorized, when they deem it necessary, to require of any student a physician's certificate of health and freedom from physical defect. This may be made out by the family physician of any student according to the *form on the last page of the catalog*, or the examination may be made by the school physician, a lady, at an expense of one dollar, or without expense by Dr. Shults, of the Faculty, a regular physician.

Students must present certificates of vaccination, or be vaccinated as soon as possible after entering.

Time of Entrance.

Applicants should be at the school at 9 A. M. on the days indicated, viz.: Monday, August 31, 1903, and Monday, February 1, 1904.

Those entering on past examinations, credentials, or previous membership in the school should also be at the school on the above dates and report to the President.

Application for Admission.

Applicants for admission are required to make and sign the following declaration:

I hereby declare that my purpose in entering the school is to fit myself for teaching, and that I intend to teach in the public schools of California.

All entering the school are also required to sign the following blank:

I have carefully read the rules and regulations of the State Normal School, and hereby enroll myself as a student in the institution with a full understanding of them, and promise to the best of my ability to conform thereto in all respects so long as I shall be connected with the institution.

(Signed) _____,
of _____, County of _____.

_____, 19—.

Parents and guardians will be required to sign the following:

For myself as _____ of the student whose name is signed above, I also accept on my part the conditions specified, and upon my part agree to withdraw _____ from the school upon receiving notice from the President that the Faculty request the same.

(Signed) _____.

Deposit.

A deposit of five dollars is made with the President, to be refunded on leaving, if all library books have been returned, and if there are no charges for injury to reference books, building, or furniture. This deposit will be required without fail before the student is enrolled.

Scholarship.

The following classes of students will be admitted to the professional courses:

A. Fully Accredited Students.

1. Graduates of accredited high schools who present full recommendations to the State University—*i. e.*, 14 credits, as follows:

(a) Required:	CREDITS.
English—A. Oral and Written Expression.	
English—I. Grammar, Rhetoric, Literature, Myths, etc.	2
Algebra—3. Through Quadratics	1
Geometry—4. Plane	1
U. S. History—5.	1
General History—10.	1
	<hr/> 6

(b) Any two credits from the following:

English—14. Advanced English	2	} 2
French—15a. Two years	2	
German—15b. " "	2	
Greek—8. " "	2	

(c) Either:

Physics—11.	1	} 1
Chemistry—12b	1	



LECTURE ROOM.



PHYSICAL LABORATORY.

BIOLOGICAL LABORATORY—I.

(d) Any five credits from the following, not counted above :

Solid Geometry—12a	1	} 5
Chemistry—12b	1	
Botany—12c	1	
Zoölogy—12d	1	
Mediæval and Modern History—13....	1	
Latin (Elementary)—6. Two years...	2	
Latin (Advanced)—7 " " ...	2	
Greek—8..... " " ...	2	
Greek—9 One " ...	1	
French—15a..... Two " ...	2	
German—15b..... " " ...	2	}
Spanish—15c..... " " ...	2	
Total.....		14

2. Those holding teachers' certificates of the grammar grade, who have had a successful experience in teaching of not less than three years, may be admitted to the professional course or they may be admitted to a special course covering not less than two years, depending on the branches in which they have been examined as indicated in their certificates.

3. Those showing that they have completed the equivalent of work required under (1), either (a) by examination, or (b) by presenting acceptable credentials from private secondary or Eastern high schools.

B. *Advanced Standing and Irregular Students.* The following students will be admitted and assigned to such part of the course selected and to such preparatory work as, after consideration, may be determined by the Faculty:

1. Graduates of accredited high schools who do not have the desired number of credits.

2. Graduates of non-accredited high schools.

3. Graduates and undergraduates of colleges will be received and assigned to either of the above courses, or to such part of course (not less than one year) as their credentials or examinations warrant.

In every case students will be required to make up conditions imposed because (a) of a lack of the required number of credits; (b) of inability to show on trial, either by examination or in class, knowledge of subject-matter sufficient to pursue the course intelligently.

For entrance to Preliminary Course, see page 49.

PROFESSIONAL COURSES OF STUDY.

Admission based on University Entrance Requirements.

COURSE I.

This course of study leads to a diploma on which a teacher's elementary certificate will be granted by county boards.

FIRST YEAR.

FIRST TERM.

1. Composition	3*
2. Biology	5
3. History	4
4. Reading and Spelling†	5
5. Drawing and Manual Training	4
6. Music	2
7. Physical Training	3

Total, 26 units.

SECOND TERM.

1. Psychology	6
2. Literature	3
3. Geography	4
4. Arithmetic	5
5. Drawing and Manual Training	4
6. Music	2
7. Physical Training	2

Total, 26 units.

SECOND YEAR.

FIRST TERM.

1. Teaching in Training School	5
2. Child Study and Pedagogy	5
3. Grammar	3
4. Nature Study	3
5. Drawing	2
6. Domestic Science	3
7. Music	2
8. Physical Training	2

Total, 25 units.

SECOND TERM.

1. Teaching in Training School	10
2. School Law and School Economy	2
3. History of Education	3
4. Special Method in Common School Subjects in connection with discussion of the work in Training School	10

Total, 25 units.

*The numbers indicate the recitations or exercises per week for the full term.

†Spelling may be passed by examination unless written work shows deficiency.

EXPLANATION OF THE COURSE AND THE METHODS PURSUED.

The course covers two years, and is designed to prepare students for their profession by supplementing their knowledge and by giving them efficient training in the essentials of teaching. Students entering this course have spent twelve or more years in school, much of the time studying the subjects they will be required to teach in the public school. This alone is sufficient reason for emphasizing the professional rather than the culture or disciplinary aim of the normal school. The content of the course, methods of presentation, library and laboratory equipment are all determined by this aim. In so far as opportunity is provided in this course for culture and discipline, the provision is made either because such enrichment of life is essential to the teacher's preparation or because students generally are found to be lacking in some subjects that now have to be taught in most of the public schools of the State.

The work of the first year has been arranged with the guiding principle of giving general preparation for teaching. Reviews of subjects are taken up when necessary to strengthen students in a knowledge of subject-matter; subjects that may be new to students, such as music, manual training, and physical culture, are given attention; the pedagogy of subjects is treated as exhaustively as the preparation of students permits.

The work of the second year carries forward the ideas emphasized in the first year with special supervision of Training School practice and discussion of the application of principles in handling various subjects.

The work of the first year may be termed General Pedagogy; the work of the second year, Special Pedagogy.

PROFESSIONAL WORK.

EDWARD T. PIERCE.

KATE BROUSSEAU. WILLARD S. SMALL.

EVERETT SHEPARDSON.

The center of the distinctively professional training is experience in teaching. Subsidiary to this is the study of educational principles, psychological, sociological, and historical. Instruction is given in psychology, child study, general pedagogy, school hygiene, school management, school law, history of education, and special methods. Psychology is studied in the second term of the first year. It is preceded, in the first term, by a course in general biology in which special emphasis is placed upon the development and the functions of the nervous system. The object is to familiarize students with certain ground common to physiology and psychology as preparation for effective study of psychology. Psychology is followed, in the first term of the second

year, by child study and general pedagogy, complementary courses, carried on simultaneously with the first work of teaching. In the last term systematic instruction is given in school management and school law, history of education, and special methods. Attention is given to school hygiene in connection with psychology, pedagogy, and school management. Certain aspects of this subject are treated in a series of special conferences with the graduating class.

Students work in the Training School throughout the last year: one and one half hours a day of observation and teaching the first term; two hours a day the second term.

Following is a summary of the work in each of the professional subjects.

Psychology. First year, second term, six periods a week.

Since successful pursuit of this course requires a knowledge of the nervous and muscular systems of man, students are admitted to it only after completing courses in physiology and biology. The method of presentation is experimental, but not ultra-inductive. It combines laboratory investigation with lectures, reference readings, and discussions. The time is so divided that double periods alternate with single periods. Commonly the double period is used for laboratory work, in which some elementary phase of the topic in hand is analyzed experimentally. This is followed, in the next single period, by lecture, quiz, summary of results by students or teacher, or by a combination of these forms of recitation. The library contains most of the standard psychologies, reference books, and journals in English. These are systematically referred to for such description and interpretation as may go beyond what the students may do for themselves. In this way accepted results that have been wrought out by the masters are approached with added zest and interest. Throughout, emphasis rests on those phases of psychology most closely related to school work. Special stress is laid upon their physiological conditions and hygienic implications.

If any text-book is used for the laboratory portion of the work there will be judicious selection and supplementing of exercises. During the spring term of 1903, Witmer's *Analytical Psychology* has been used as laboratory guide. The experimental work given in Chapters I to V, inclusive, was supplemented by other material, chiefly experiments with Münsterberg's "Pseudoptics" apparatus and tests for color blindness. A few topics were added: emotion, simple and complex reactions, suggestion, habit, will. Chapters VI and VII were omitted. It is probable that the place of the text-book will be taken by a mimeographed syllabus, with charts and directions. If this plan is followed a laboratory fee sufficient to cover the cost of material will be levied.

The aim is to enable the students to become independent and thoughtful in the analysis of mental operations; to typify the method of modern

experimental procedure in certain psychological lines; to interest the students in psychological subject-matter; to give them habits of psychological analysis so that they will be more ready and able to infer psychological processes in others, especially in children, from the expressions of such processes; to give them first-hand knowledge as an apperceptive basis for the interpretation of lectures or articles on psychological topics. The hope obtains that the student may receive some of the real culture value of the study of psychology, not the least important element of which is the preparation for studying mental processes in themselves, their associates, and their pupils so as to utilize the results of such study in their profession.

Child Study and Pedagogy. Second year, first term, five periods a week.

These complementary subjects follow psychology. They are presented at the time when the students are doing their first teaching, in order that both these subjects and the teaching may be vitalized by the connection. Students now have opportunity and motive for fruitful observation of children. Pedagogical theories and methods may be studied and judged according to their harmony with the child mind and its growth, and according to their immediate practicability.

(a) *Child Study.* The work of this course consists largely of systematic observation of children, either *en masse* or as individuals, and of reports and discussions upon such observation. This is supplemented by retrospective analysis, reference reading, and lectures by the instructor.

It is hoped that students will come to see the formative period of life both as a continuous development and as a succession of stages, and to recognize some of the practical implications of this view. Endeavor is made to build up, in their minds, clear ideas of the child of different ages from kindergarten to high school; to acquaint them with certain established facts and principles of mental and physical growth; to help them recognize types and individual differences among children; to teach them to notice, interpret, and deal properly with defects; above all, to cultivate in them genuine sympathy with children, unperverted by mawkishness or affectation.

(b) *Pedagogy.* In the first part of this course attention is given to some general educational principles; the meaning and aim of education, relation of the school to other social institutions, value of studies. The main part of the course, however, has to do with practical school questions. The psychology of teaching and learning is studied in detail. Teaching processes and methods are analyzed. The dependence of method upon subject-matter and stage of mental development is clearly shown. Discipline is discussed thoroughly. The present teaching experience of the students and their observations of children are utilized constantly. Hygienic considerations permeate the atmosphere of the

course. No text is prescribed. White's *Art of Teaching*, Hinsdale's *Art of Study*, and Fitch's *Lecture on Teaching* are used largely for reference. Each student is required to read carefully and report upon some educational book of solid worth.

History of Education. Second year, second term, three periods a week.

Study of the history of education is significant for teachers in that it furnishes background for the interpretation of present conditions, gives pictures of historic successes and failures that may serve as spurs or as restraints, inspires by its ideals, and enlarges at once the personal and the professional horizon. Under this last may be specified the realization of the historic dependence of educational theories and institutions upon social, economic, and religious conditions; and *vice versa* the causal influence of education upon these other factors in civilization.

The plan of presentation includes lectures by the instructor, readings from the sources by the instructor and students, and intensive study by each student of some special topic. During the first month a topic is assigned to every student to be reported upon later in the form of lecture or selected readings. The instructor supplements these reports by lectures which give the necessary settings and make the appropriate connections. This plan gives the student opportunity to do intensive work on one subject and to present the results of such study in an interested and interesting way; and at the same time, by careful selection of topics, it insures a consecutive presentation of the salient points of modern educational history.

School Economy and School Law.

School economy and school law are considered during the last term. In the former as much practical assistance and direction as possible are given. It is important that graduates know how to organize, conduct, and govern a school. While there is much that they must learn from experience, and can learn in this way only, they should be masters of the situation from the beginning as fully as are young graduates from other professional schools in regard to their special work. They must know "what to do, when to do it, and how to do it."

Tompkin's *School Management* is read and discussed. This is made the basis for a number of lectures which include somewhat detailed directions for the management of a country district school. Following are some of the topics considered: "How to Secure a School"; "Work Preliminary to the Opening of School"; "Temporary Organization"; "Permanent Organization and Classification of Pupils"; "The Program"; "School Government and Its Purpose." Under the last head are considered such topics as: "The Parties Interested in a School, and Their Relations to One Another"; "The Teacher as a Legislator, and His

Duties as Such"; "The Teacher as a Judge, and His Qualifications as Such"; "The Teacher as an Executive—His Power and Purpose as Such"; "Judicious and Injudicious Punishments"; "School Tactics"; "The Teacher as a Man or Woman, as a Citizen, and as a Leader."

ENGLISH.

ISABEL W. PIERCE.

JOSEPHINE E. SEAMAN.

MARY G. BARNUM.

LOU HELMUTH.*

The two lines of English work—language and literature—are carried on throughout the course, and so correlated that each may supplement and reinforce the other. Much emphasis is placed on practical knowledge of the fundamental principles of grammar and composition; on clear thought and pointed expression; on some appreciation of the best literature and a genuine enthusiasm for good reading. The course aims also to secure on the part of the student-teacher sympathy with child-nature, insight into its needs and the means of satisfying them, resourcefulness, and power of initiative.

A brief topical summary of matters found strictly essential to composition has been prepared by the English teachers in conference, and has been placed in the hands of all students. The gain resulting shows clearly the helpfulness of a simple and explicit standard of requirements constantly insisted upon. Waste and misdirection of energy in the English work of the Normal School are guarded against by close co-ordination with that of the Training School.

The facilities for English study are already good and are improving year by year. The library is supplied with reference books on language, literature, and methods, and with an excellent assortment of works in general literature. In many cases sets of duplicates afford copies enough to supply entire classes in both the Normal and the Training School. Several hundred prints and photographs furnish illustrative material for mythology and general literature.

The time given to this subject is three periods per week for each term.

FIRST YEAR, FIRST TERM.

Literature.

(1) *The Myth and Race Epic*. Palmer's translation of the *Odyssey*; *Mabie's Norse Stories*; *The Rhinegold*; *Siegfried*. These are read and made the theme of class discussion and occasional papers. Points especially emphasized are the life, character, ideals, modes of thought of the earlier peoples, as revealed in their respective myths and hero stories.

*Absent on leave. Josephine Devine, substitute.

(2) *The Novel*. *The Mill on the Floss*, or *The House of Seven Gables*. One of these novels is read and discussed with reference to plot, characters, setting, central idea, view of life set forth. The purpose is to awaken intelligent and sympathetic appreciation of the story as a picture of human life, rather than to make a critical study of technique.

(3) *Expository and Argumentative Prose*. Selections from Lincoln. These are studied with special reference to the organization of the thought. The work is preparatory to the more severe logical study of the following term.

Language.

Composition: Narration and Description. The principles of narration and description are considered in connection with illustrative types found abundantly in the literature. Much practice writing is done, in which directness and accuracy are required, spirit and vividness sought. A careful adjustment of the course to actually observed needs of high school graduates in dealing with practical language problems has resulted in stress on two phases: the selection of material, the correction of papers. Much effort is required in helping the future leaders of children away from bookish abstractions and literaryisms, in encouraging them to open eyes and ears and sympathies to the wealth of material close at hand in nature and life, notably in child-life. Likewise, training in the criticism and correction of papers must be extensive to insure any degree of skill in really helping young writers, in encouraging fresh, sincere expression however naive, in distinguishing serious errors, in eliminating them by sensible and insistent drill.

FIRST YEAR, SECOND TERM.

Literature.

(1) *Prose*. Selections from the following writers: Emerson, Ruskin, Carlyle, Burke. These works are studied intensively with the aim of leading the student to grasp the writer's thought, not in bits, but as a whole. Emphasis is placed, therefore, on logical structure. The specific methods are more fully indicated under the head of Language.

(2) *Poetry*. Comparative study of nature poems from Lowell, Shelley, and others; selected poems from Emerson; The Commemoration Ode; Sohrab and Rustum; Idylls of the King.

The aim is to lead the student to such an appreciation of the musical, emotional, and imaginative power of poetry as shall become a vitalizing force in his teaching of this highest form of literature. In accordance with this aim, the study of technique is entirely subordinated to that of the emotional and imaginative content of the poem.

Language.

Composition: Exposition. The principles of exposition (or better, explanation) are made familiar by searching logical interpretation of

types in the literature studied. Composition comprises practice in outlining, abstracting, and summarizing, also in presenting brief oral and written expositions of practical topics.

This logical training is indispensably professional. The ability to organize material, to perceive logical relations, to get at the gist of a matter, is fundamental in a teacher's work, from arranging a course of study to assigning a single lesson according to real units and structural divisions, from getting the heart out of reference material to planning recitations which shall have beginning, leading up to the subject apperceptively; middle, cogently presenting the principal points in proper sequence; and end, summarizing, clinching.

SECOND YEAR, FIRST TERM.

Grammar.

Review of the subject with emphasis on the organizing principles of thought and expression that are applicable implicitly in all language work, as well as explicitly in the teaching of grammar in the seventh and eighth grades. The course is intended particularly to develop in some degree judgment in discerning essentials, courage in ignoring non-essentials, and ability to handle the subject for real ends; clearness of thought, ease and acumen in interpretation, strength and accuracy of expression. Traditional and formal methods are avoided as out of keeping alike with the distinctively logical spirit and development of English, and with the practical needs of children. The work comprises: topical study of the structural parts of a sentence, logical and formal; reports from standard logics and grammars, resultant familiarity with Whitney, Carpenter, and Kittredge; much analysis of continuous prose; much practice in the correct use of important and difficult forms; special attention to methods of teaching and suitable use of texts.

SECOND YEAR, SECOND TERM.

Language. One hour a week.

About the method work in grammar and composition several lines of effort and investigation center. Class instruction and discussion include: application of general principles to special problems; reports of actual difficulties or successes, of ways that have proved stimulating or futile; presentation of plans for criticism and suggestion; test of student-teachers' ability to deal constructively with the efforts of pupils, to correct errors and suggest remedies.

In connection, departmental work is carried on in all the grades in the interest of unity and systematic progress: visiting, observation of oral work; scrutiny of written work in all grades and subjects; conference with teachers of both Normal and Training departments, with the purpose of finding ways a bit more simple and close to life in which the

children of the schools may be led. A tentative schedule has thus been worked out and placed in operation throughout the grades. It limits the amount attempted to forms of actual importance in daily expression; it suggests in what grade such essentials may best be taken up, one at a time, progressively; especially it provides for continuous practice in all subsequent grades, until right use shall become habitual; it reflects the unanimous conviction that details are not worth mentioning anywhere that are not worth mastering. This schedule and other plans for concerted action are explained in the method class to the student-teachers of all grades and subjects—an opportunity invaluable in such a subject as formal English, which should be taught mainly by correlation.

In the end the outgoing teachers have come to realize their responsibilities and to face real problems. They have come to realize that the conditions for expression must be natural, that material must be drawn from sources intimately familiar, that it should be expressed with interest and freedom. They realize that the duty of the teacher's high calling is the abjuration of special devices and texts; the determination to arrange language work that is really for the children and by the children, hence to find out, in every case, what the children actually need, and what interests and powers can be actively enlisted and fixed into useful habits of expression.

Literature.

Two hours per week are given throughout the last term to the discussion of literature for the common schools. The work follows two distinct though interwoven lines. The first division embraces class study of groups of material arranged to conform to the predominating characteristics of child-nature at differing stages of development, as well as of the principles of selection underlying each grouping. The second division is concerned with the solution of practical problems of method as they arise in the daily work of the student-teachers in the Training School.

The first division deals directly with the following topics:

1. The inherent nature of literature and the secret of its appeal, as shown by Shelley, Stedman, Pater, Tolstoi, Mabie, Warner, Lang, and others.

2. Brief résumé of the facts of child-nature to determine principles which should govern the selection of material. Reference is here made to Sully, Adler, Harrison, Blow, Froebel, and others.

3. The aims and purpose of literary study in elementary schools, shown in the works of Hiram Corson, Horace Scudder, and others.

4. Study of typical groups of material in light of child-nature, for underlying spirit and distinctive characteristics:

- (a) Folk-lore, nature-myth, fairy-tale, folk-story.

- (b) Culture-lore, fable, allegory, proverb, hero-story, modern story of child-life, poetry.

An important phase of the work at this point is a discussion of various adaptations. Reference is made to Hawthorne, Kingsley, Chapin, Ragozin, Adler, Baldwin, and others.

5. Educational value of poetry in the grades :

(a) Study of the poetic impulse in children, referring to Bolton, G. Stanley Hall, Froebel, Herbart, and others.

(b) Examination of collections of verse for children.

6. A brief survey of the course in literature for the Training School, in which are emphasized two lines of thought :

(a) The story, idealistic and realistic.

(b) Poetic conceptions of nature and expressions of reverence and aspiration.

The effort is to note by what means these lines may most effectively and economically be presented in each year of school, and at what stages of the child's development one or another should be especially emphasized.

The second division of this course deals with method more specifically. Here are presented for class discussion the problems encountered and the results obtained by the student-teachers in their literature work in the Training School. As a result, the class is enabled to work as a unit in the selection of material and in discussion of means and methods of presentation.

It thus becomes the aim, finally, to leave with each Senior, not only a carefully selected list of material for literary study in the schools, but also, what is more fruitful, the reasons for each choice as regards both content and form. Most important of all is it that the student-teacher as he passes from the course be keenly alive to the problem of literature in the schools, and reasonably sure of his ground when face to face with its difficulties.

SPEECH AND ORAL READING.

CHARLES DON VON NEUMAYER.

The aim of the course in reading is twofold : to help the student to an appreciation of good literature, and to develop ability to express thought through a correct use of the voice. The character of the work tends to overcome incorrect habits of enunciation and articulation, to develop a fair quality of voice, and to establish a natural manner in speaking and reading. The purpose is to avoid two opposite faults : one, that of relying on mere technical training; the other, that of relying for right expression upon mere sympathy with the ideas of an author.

In the teaching of reading, analysis and technique go hand in hand. In the brief time given to the subject, the first half of the term is devoted to correcting the most common faulty habits of speech : poor articulation

and poor quality, through study and practice of the elements of speech; lack of vocal power, through the management of the breath. In the last half of the term the main purpose is to train the student to appreciate the best literature, and to read it with proper expression.

During the last year, when the student is gaining his teaching experience in the Training School, one period a week is devoted to the methods to be used in the different grades. The greatest stress is laid on the following points: the practical work in oral expression best suited to the child; how that material may be so presented that its influence will be felt in the subjects of literature, history, geography, etc.; how the child may be taught to read with ease and pleasure.

The aim of the work is to fit the student to assist the natural growth of the child in oral expression. This development can be gained through systematic training and correct example in the school-room.

In order that the student may meet the requirements of public school teaching he necessarily must have a theory of the subject so practical that he can apply it in his Training School work; this theory is adapted to the different grades.

In general the work involves the development of the natural properties of the child's speaking voice: pitch, intensity, quality. This development is best gained by the use of simple exercises and of reading material the thought of which demands special effort on the part of the child. Moreover, since much may be gained in vivacity and freedom of expression by recognizing the natural dramatic instinct of children, the students are shown that they must actively enlist this instinct in the teaching of oral reading.

The value of this work in the student's last year can not be overestimated, as it is of the most practical nature, associating what has been taught with the power of teaching.

The text-books used are: Metcalf and De Garmo, *Drill Book in Dictionary Work*; Mark Bailey, *The Essentials of Reading*; John Hullah, *The Speaking Voice*.

HISTORY.

HARRIET E. DUNN. AGNES ELLIOTT.

Besides the distinctively pedagogical work pursued in the last year of the course, one term is devoted to a review of those phases of European and American history having the most direct bearing on the work of the grades. The object here is not so much to present facts as to lead the student to consider the subject from the teacher's standpoint.

Topics: Characteristic life and work of the Greeks and Romans; the extent and influence of their civilization.

The Teutonic conquests of southern Europe and of England; the Dark Ages; the growth of free institutions among the Anglo-Saxons.

The Crusades, the Revival of Learning, and the Renaissance, with special reference to the development of commerce and the discovery and exploration of new lands.

The Reformation and the Puritan Revolt; the colonization of America; the character and institutions of the colonists.

Causes and results of the Revolution as shown in the public documents and the literature of the time; the dangers of the period following the Revolution; establishment of the United States Government; early economic conditions; the Industrial Revolution in England and the United States; commercial independence through the war of 1812; effects of geographical features and of climate on the life of the people of different sections; territorial expansion; increase and distribution of population; development of the West; struggle over the extension of slavery; political, social, and industrial changes brought about by the Civil War; prevailing conditions and important questions of to-day.

Throughout this course careful attention is given to the selection of historical readings and illustrative material adapted to primary and grammar grades. School texts, supplementary readers, collections of "sources," biographies, extracts from the larger histories dealing in an interesting way with definite periods, pictures, maps, poems, stories, and standard historical novels are examined as to interest of subject-matter and suitability for school-room work.

Students are encouraged to make collections of material suitable for use in primary and grammar grades, such as newspaper clippings, magazine articles, and pictures. They are required to keep in the history note-book: (1) careful record of (a) this illustrative material with a view to actual teaching in the grades, and (b) their own library research and reading from larger histories and "source material"; (2) outlines and summaries of the most important topics studied. Former students have found well-kept note-books of this character very useful in making selections for the historical department of school libraries.

In all classes, subject-matter and method are determined largely by the fact that the students are preparing to teach; throughout the course, the demands of public school work are kept before them.

In the last term, these pedagogical aims are brought together and definitely presented in the course in history method. Here the best authorities on the pedagogy and the methods of history are discussed in connection with examples of work done in the Training School. The course in history and history reading pursued there is outlined and explained. The pedagogical value of the work is shown, its adaptation to training for citizenship, and its correlation with other subjects. The conditions under which it is carried on are compared with those existing in the district and graded schools. In these ways, and in such others

as opportunity offers, effort is made to render the student-teacher self-reliant and resourceful.

The following outline of the history course in the Training School indicates the purpose and scope of the method work in history.

In the lowest primary grades much of the history work centers around national heroes and holidays. In addition, Hiawatha and the story of Docas, the California Indian boy, are read. The interest thus awakened in Indian life and manners is vivified by correlation with such manual occupations as weaving and basket-making.

History, geography, and reading are closely allied in the fourth and fifth years. At the time the geography of the State is being studied, many of the reading lessons are taken from California history. Chief among these are: discoveries on the Pacific Coast; founding of the missions; picturesque life of early California; some of the more important events of later times. Vivid and picturesque accounts of important characters and events in United States history are read from elementary histories and supplementary readers. The child's imagination is awakened and his interest quickened by intimate acquaintance with great men and great events in the history of his country. The historical interest thus established furnishes the only secure and rational basis for the systematic study of American history in the later grades.

In the sixth year attention is directed to the history of other lands and peoples. Greek and Roman hero stories are read, interest in individuals leading to interest in the life, manners, and customs of the peoples. The courses in history and drawing here co-operate. Copies of masterpieces of classic art are brought into the recitation and discussed in connection with reading lessons relating to the art, architecture, and artists of the Greeks and Romans. The children thus have an opportunity to appreciate and enjoy something of the best of the art of the ancients. Following this is a study of the Teutonic people—their advance in civilization during the Middle Ages, and the development of their national life. Stories of chivalry and the Crusades are read in this connection. Some study is made of the Reformation, and of the Renaissance with especial reference to the discovery of America. This year's work closes with stories from English history, special attention being given to the events most closely connected with the history of America.

The seventh and eighth years are given to systematic study of United States history. Information gained through reading in the lower grades is now helpful in showing the connection between the history of our country and conditions and events in Europe. Much attention is paid to the life of the people, the growth of industries, and their influence on the development of the nation.

Throughout the entire course the connection between history and literature is close and vital. Poems, essays, and orations illustrative of

historical events and stimulative to patriotic interest are read carefully. In a brief topical course in current events practical questions of the day are discussed. Such phases of civil government are studied as are helpful in preparing pupils for citizenship and enlightened devotion to country.

DEPARTMENT OF BIOLOGY.

B. M. DAVIS. SARAH P. MONKS.

The work in this department includes various studies of animal and plant life selected with special reference to their value to prospective teachers. For them a general perspective of life and living processes, some training in scientific method of study, and a knowledge of the elements of physiology and of the common forms of animal and plant life are considered more practical than an intensive and detailed study of any one branch of biology.

The laboratories are well equipped and arranged to carry out the work undertaken. In addition to the usual equipment of a well-appointed laboratory, consisting of microscopes, dissecting instruments, models, reagents, microtome, projecting apparatus, etc., there is a fairly complete series of slides, in sets of thirty-six, illustrating the most important points of minute structure of plants and animals; also a museum containing good collections of botanical, zoölogical, paleontological, and geological specimens. Working collections of typical local plants and animals selected with special reference to their life-histories and adaptations are being prepared.

The library is well supplied with the best reference books on all phases of the subject. Many of the standard works are duplicated with from two to fifteen copies.

The general aims of the course may be stated as follows:

(a) Employment of scientific methods of observation and expression.
(b) Contribution to general culture of students by giving them an outline of subject-matter which shall form a basis for further study of nature. The following aspects receive attention: the form and structure of living organisms; their physiology and ecology; their development and relationship; their economic relations to man.

(c) Practical foundation for intelligent direction of nature studies in the grades.

One term each of general biology and nature study is given.

General Biology.

Students admitted to this course have had elementary physiology, and one year's work in either physics or chemistry (usually both). In accordance with the general aims already stated, it is intended to give the

student as broad a view of the subject as possible. The principles common to all forms of life, especially fundamental physiological processes, factors of evolution, introduction to embryology, etc., are emphasized. Nearly one half of the course is devoted to a comparative study of the nervous system. The general properties of irritability are illustrated by some of the lower forms of animal life, such as the *Amoeba*, *Hydra*, anemone. After this, some type having a simple but complete nervous system (*e. g.*, an ascidian) is studied. The structure of the nervous system is introduced by a careful study of the neurone as the unit and the grouping of such units into a system. The plan of the vertebrate brain is made plain by dissection of a fish brain. This is followed by a working out of the main facts in the embryology of the central nervous system, using the chick for illustration. The brain of the rabbit is dissected and the principal points are studied. Homologies of parts of the rabbit brain are demonstrated in the human brain from preserved specimens and models. The remainder of the time is devoted to a study of the sense organs, the eye and ear receiving particular attention.

This part of the course in biology is intended to outline the essential physiological facts preparatory to the study of psychology.

Nature Study.

This course includes presentation of the pedagogical, or child-study, basis for the subject, review of the great facts of animal and plant life which must be kept in mind in teaching, and a discussion of the course in actual operation in the Training School.

In the Training School, nature study runs through the first six years, making the child familiar with most of the common animals and plants found in this locality. Gardens, so subdivided that each child has an individual garden (3 by 5 feet), and a full equipment of all kinds of garden tools are provided.

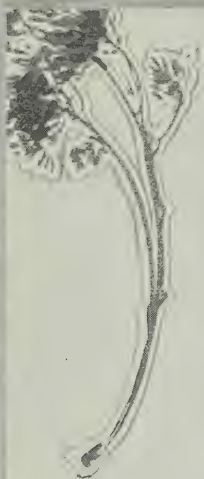
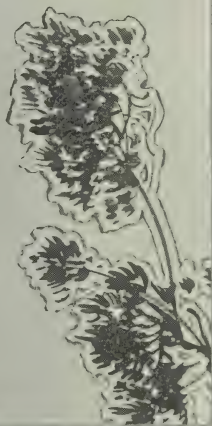
Practicability is aimed at throughout. A complete study of the school environment is undertaken. The practical character of the work may be seen from the subjoined partial list of subject-matter: making, stocking, and caring for marine and fresh-water aquaria; life-histories and care of such animals as toads and salamanders; life-histories of common insects, particularly the harmful ones, which are studied alive in vivaria and the stages of which are arranged and mounted; preparation of bird-lists and collection of data as to their feeding and nesting habits, etc.; preparation and care of small gardens where flowers and vegetables are grown; field excursions to points of interest about Los Angeles; reviews of the most important literature on nature study; topics and methods for physiology in the grades.

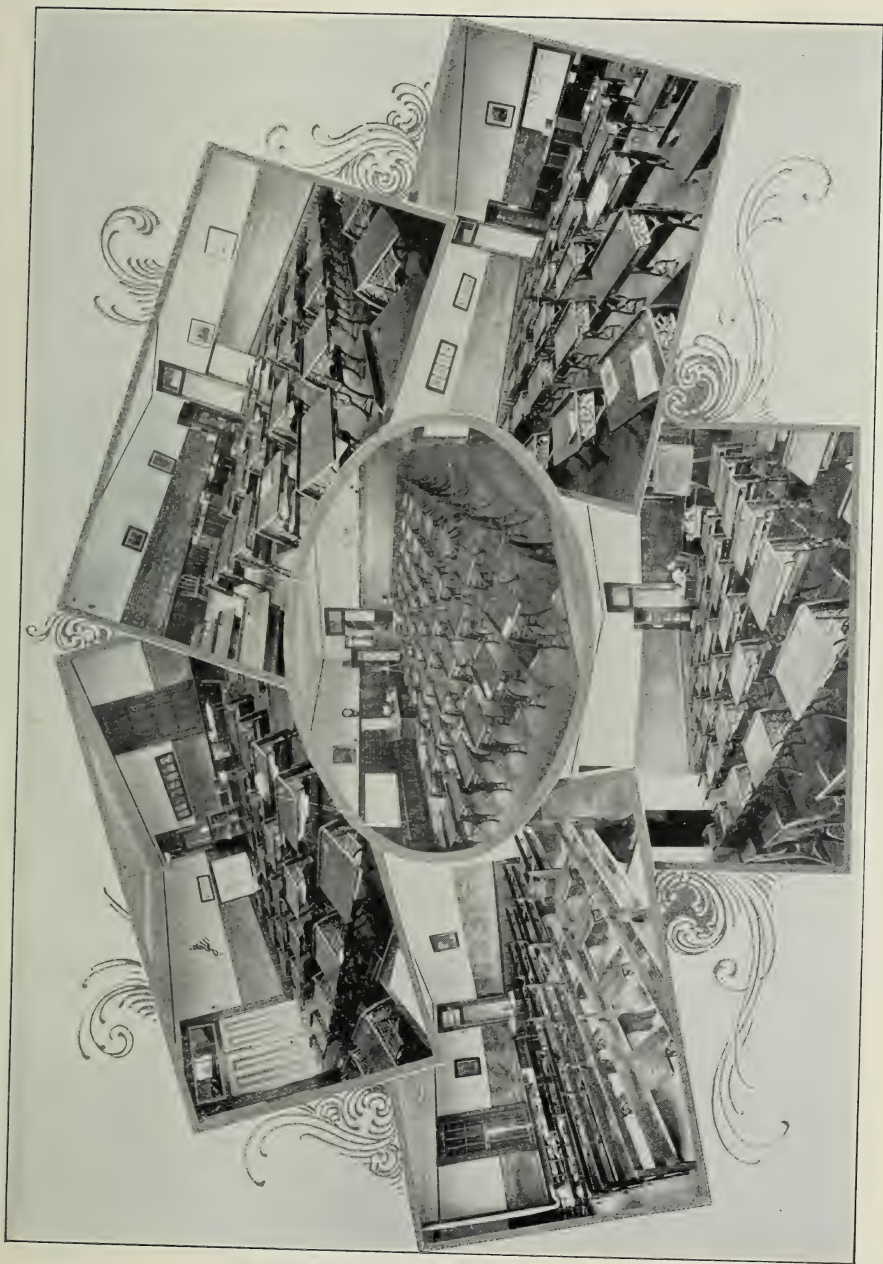


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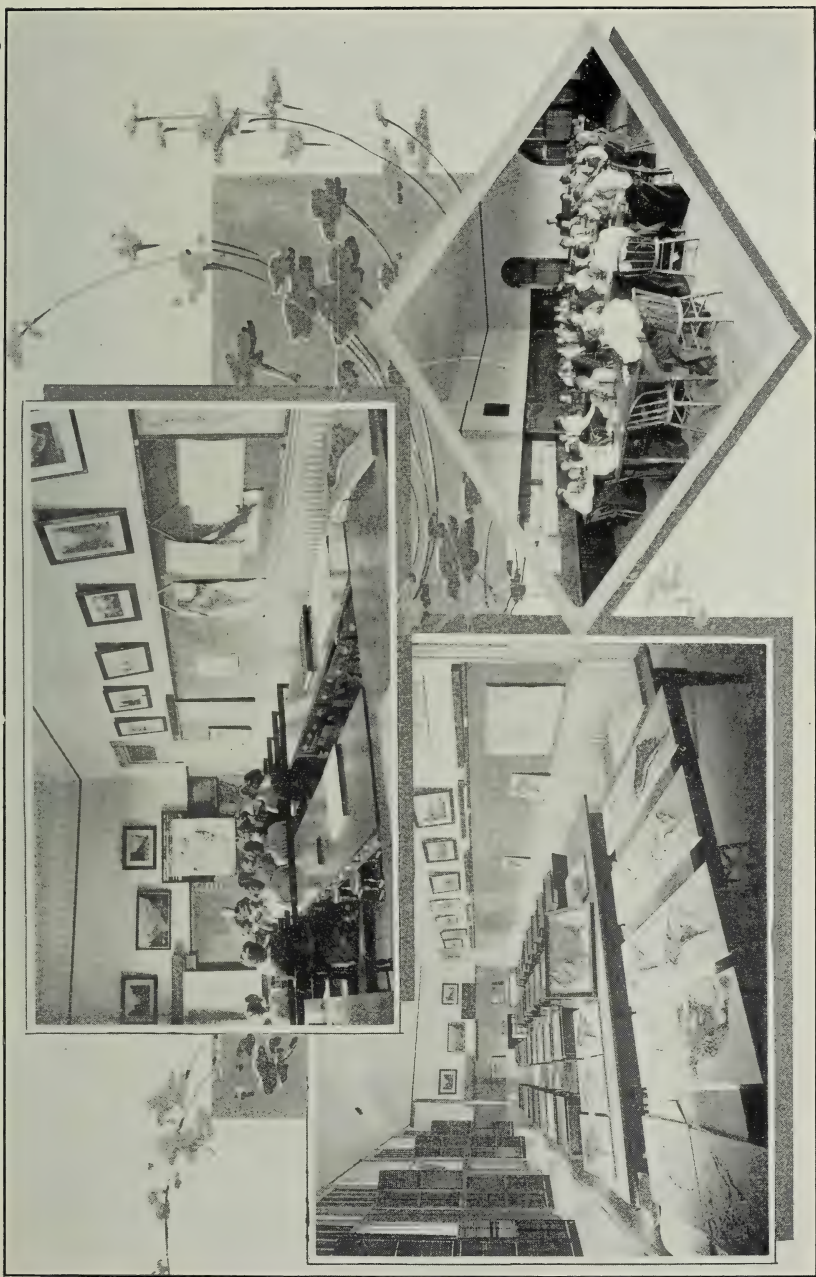


A GLIMPSE OF THE MUSEUM.





GROUP OF NORMAL CLASSROOMS.



GEOGRAPHICAL LABORATORY.

BIOLOGICAL LABORATORY—2.

GEOGRAPHY.

JAMES F. CHAMBERLAIN.

The student entering the normal school has some knowledge of geography in each of its phases. This knowledge, however, is usually so fragmentary that it does not enable him to see the subject as a unity. He has no grasp of the underlying principles of the subject and no conception of applied geography.

The special purpose of this course is to give the student an understanding of the subject from the teacher's standpoint. It is not possible, however, under existing conditions, to take students as they are received and turn them out properly prepared to teach geography, without giving much attention to the academic side of the work. This will be apparent when it is remembered that the grammar school pupil discontinues the study of this subject about the time that he begins to be able to do some independent reasoning.

The work must therefore have a twofold object: the enlargement of the student's geographical horizon, and the development of the special pedagogy of the subject. The work is handled in such a way as to show the prospective teacher that the essence of geography consists in enabling the pupil to discover for himself the relations between man's environment and his actual daily life. The basis for understanding these relations as applied to remote areas is an appreciation of such relations at home. This concrete study of the immediate surroundings for the purpose of searching out relationships is the foundation of educational geography. The work also shows how geography draws upon and contributes to other subjects. In a word the student is aided in properly placing geography with reference to other branches, and to the child.

In the limited time available no attempt is made to give an extensive course in subject-matter. The time is devoted rather to an intensive study of a single continent. It rests with the student to apply a familiar method to his later individual treatment of unfamiliar areas. The most important centers of human activity in the given continent are taken up, and the causes leading to their development and present importance worked out. This procedure necessarily reaches out into the geography of other areas and thus shows the interdependence of individuals, communities, and nations.

Suitable methods of treating the various topics are discussed in class. This brings out the special pedagogy of the subject, its relation to general pedagogy, and its application to the work of the public school.

Although the importance of laboratory and field work is urged by all authorities, it is, in most places, still a matter of theory. Students in this Normal School follow a regular course in such practical directions.

It consists of a large number of exercises, each of which serves to illustrate some relation between life and its environment. Much of the apparatus used is made by the student, who thus not only acquires a firmer grasp of the subject than can be obtained in any other way, but also prepares himself to adapt similar work to conditions that may obtain in his own school.

From the very nature of the subject symbols must be largely used. Good maps are invaluable symbols and should always be before the class. Instruction is given in the making and interpreting of maps of various kinds. Raised maps of continents are constructed by students. These are taken by them into the schools of the State and constitute a part of their equipment for teaching.

The geographical library contains more than three thousand pictures and magazine articles and is being steadily enlarged. Constant use affords training in the proper handling of them, and students are instructed as to their collection and classification. Material bearing on the industrial and social life of mankind is being collected and used. The pedagogical value of such material is pointed out and means of collecting it indicated.

During the last half-year of the course weekly meetings are devoted to the discussion of methods in geography. This work is of particular value to the student-teachers, as it takes up the actual problems encountered by them in their daily work in the Training School. Discussions are also based upon what the teacher of geography observes during his visits to the Training School. The conditions in this school are compared with those in the ordinary public school, and suggestions are made which help students to meet the conditions found there. The discussion of a desirable course of study, grade by grade, is another step in the preparation of the teacher for the actual work of the school.

During the entire professional course every effort is made to give the student such training as will best prepare him to teach geography in the public schools of the State.

PHYSICS.

JAMES H. SHULTS.

For students in the last year a course of forty typical experiments in physics is prepared, to meet the wants of rural schools. It covers the underlying principles of physics in its several branches, as well as their application to geography, botany, and physiology. A proper introduction through observation, experiment, reading, and discussion is indicated. The elements included are the simple principles of mechanics, heat, light, and electricity, arranged from the point of view of child psychology. This syllabus and typical experiments are discussed with students individually and in classes to determine the best method of teaching the various principles.

Opportunities for observation and practice in the Training School are utilized according to the outlines of the syllabus. The biographies of men eminent in science and invention, and short talks by the teacher upon famous artisans find a prominent place in the course of instruction for the grades. Every facility is furnished the prospective teacher from the well-equipped physical laboratory for experimental work; the manual training department furnishes him with tools for the construction of apparatus, and the chemical laboratory aids in the study of electrolytic actions; while the well-stocked library affords opportunity for thorough preparation and extended research. Upon leaving the school, students carry with them the apparatus which they have made, and are thus prepared to introduce simple courses in physics in their schools, practically without cost.

ARITHMETIC.

MELVILLE DOZIER. MAY A. ENGLISH.

Arithmetic, to be valuable, must give ready and accurate knowledge of the composition and relations of numbers, must discipline the reasoning powers, and must train to clear and concise statement of fact.

We have a right to expect pupils who have completed the eighth grade to be accurate and reasonably rapid in the fundamental operations, to be ready in handling common fractions, decimals, and the chief denominate numbers, to be able to calculate percentage and interest, and to solve with ease practical problems in mensuration.

Arithmetic is a unit; there are branches growing out of the main trunk, but they are not separate, distinct. It is the province of the teacher to emphasize this fact, to trace to its source each new topic presented, showing its relation to and development from the old. Some of the topics are to be mastered, as the fundamental operations; some are to be considered but slightly, as most denominate numbers; some are to be ignored, as true discount, average, stocks, and exchange.

The power to think comes from free and continuous mental exercise. Pencil and crayon are good in their places, but the best training in arithmetic is obtained by purely mental solutions. Preceding each recitation there should be drill in number combinations to give rapidity in factoring, tables, aliquot parts, etc. This drill must not be occasional, but daily; it is one of the most important details in teaching arithmetic. It is of little use to insist upon this daily oral practice in the lower grades, let it wane in the intermediate, and then undertake to revive it in the higher grades. Ordinarily, it can not be revived.

Every topic new to the class must be clearly developed in accordance with the apperceptive principle: the known is the starting point for all that we do or learn. Reviews must be continuous, not formal. Fresh problems, differing in material and phraseology from those already used, must be chosen to present new aspects of old subjects, to place known

principles in different perspective. Most of these review problems should be oral; the written form may be required occasionally to clear up some question of relation or to enable the class to picture the business transaction.

The recitation consists, broadly speaking, of two parts: the mental drill and the problems. The former has been noticed already and does not require further expansion. After the second year in arithmetic, fully nine tenths of the work is in problems. In dealing with them certain essentials must be required:

1. The interpretation. What does the problem mean? What is the story of the transaction? It must be brought within the pupil's experience; difficulties as to subject-matter or phraseology must be removed. Many times it is not because children are dull that they fail in solving problems, but because the problems are outside of their experience.

2. The solution. This is entirely a mental process and consists of determining the relations of the given numbers.

3. The mechanics. By performing operations already indicated the required result is obtained. The written form of the problem should indicate the logical steps in its solution; the results determined by mathematical operations should be so labeled as to indicate the relation of the numbers combined.

The following solutions of a very simple problem are typical. The first, taken from a school-room where it had been approved by the teacher, is roundabout, stilted, and incorrect in all save the mechanics; the second is direct, brief, and logical.

A man bought 5 horses at \$75 each and 12 at \$68 each. He sold the whole at \$73 each. Did he gain or lose, and how much?

1. 5, number of horses bought.

\$75, price per head.

\$75

$\times 5$

—
\$375, cost of 5 horses.

12, number of horses bought.

\$68, price per head.

\$68

$\times 12$

—
\$816, cost of 12 horses.

\$375 + \$816 = \$1191, whole cost.

5 + 12 = 17, number of horses sold.

\$73

$\times 17$

—
\$511

73

—
\$1241, selling price.

\$1241 - \$1191 = \$50, gain.

2. \$75 - \$73 = \$2, loss per head on first lot.

$5 \times \$2 = \10 , loss on 5 horses.

\$73 - \$68 = \$5, gain per head on second lot.

$12 \times \$5 = \60 , gain on 12 horses.

\$60 - \$10 = \$50, whole gain.

Arithmetic can have little of its oft-vaunted disciplinary effect while incumbered with such grotesque travesties of reasoning as illustrated above.

The Normal School aims to give sufficient training in arithmetic—review, reorganization, and revivification of subject-matter—and sufficient knowledge of the psychology of number and methods of presentation to fit its graduates to teach arithmetic intelligently and effectively in the public schools.

MUSIC.

JENNIE HAGAN.

The work in music done in the Training School and in the Normal course are so closely identified that constant reference to the procedure in the Training School is necessary for an understanding of the spirit and method of the instruction given to the students.

In the belief that music, to be an element of real value in the elementary school, must be dealt with more and more from the *music* or art side, this department aims to give the students from the beginning *song life*—as expressed in tone exercises, rhythms, or song stories.

The paramount aim in handling children's voices is to keep interest alive, and, through this aliveness, to preserve the unconscious light tone that belongs to the natural child. Care of the children's voices must result in care of the teacher's voice: the use of the voice in frequent example for the children making it more tuneful, rhythmic, and sympathetic.

Though the science side of music is not necessarily neglected, it is maintained that this is not the essential in any special grade. The grade that is ready to do formal sight reading is any grade where the tone is light, true, and musical, where the interpretative instinct of the children has been aroused, and where the teacher is strong enough to keep these voice and heart qualities in the study of staff notation.

Each new difficulty—time, tune, chromatic, major or minor—is presented to the children through ear, voice, and eye: first, the teacher sings to some syllable (e. g., *loo* or *la*), the new idea, the children listening and then telling how it sounds; second, the children sing the exercise; third, the children see the representation on chart or blackboard.

This plan demands of the student-teacher attention to tone-quality, pitch, tone-relationship, rhythm and mood of song or exercise; not least of its merits, it insures the discipline of *good listening* on her part, listening that encourages, while it detects the points of criticism, positive or negative.

Though the carrying out of this purpose calls for more musical strength than the average normal student gains in the short course now planned, we feel confident that the work is set in the right direction and that growth must come.

The daily twenty-minute chorus practice gives to the students an opportunity for growth in musical life. There is for them a brief daily association with good music handled as broadly as the conditions permit.

The class-room work presents the following phases:

1. Simple vocal exercises, which the student in turn may use to lighten and soften the children's voices.

2. Songs and sight reading exercises embodying quality of tone, rhythm, tone-relationship, phrasing and mood of song.

3. Presentation, by students, of rote songs for class criticism based upon:

(a) Value of the song—melodic, rhythmic, ethical.

(b) Teacher's conception of the song and attitude toward the class.

(c) Interpretation—tone quality, rhythm, enunciation, spirit of song.

(d) Results from class.

4. Preparation of outline of grade work from first to eighth with classified selection of good songs; presentation of work of any grade for class criticism.

5. Criticism based upon observations in Training School.

6. Study of composers, musical form, and folk music for use in Training School.

First Year. Voice training: exercise in breathing, tone placing, and articulation. Ear training: exercises in interval and rhythm. Sight reading.

Second Year. Voice and ear training. Development of chromatic and minor scales. Sight reading. Presentation of rote songs. Study of composers and musical form. Methods. Criticism of Training School work. Use of baton.

DRAWING.

ADA M. LAUGHLIN. MARY SMITH.

The purpose is to prepare as thoroughly as possible for the practical teaching of form study, drawing, and color in all grades of the public schools. The result desired is the quickening and cultivation of the artistic sense and the acquisition of the nucleus of a vocabulary of art expression. There is no intention of furnishing students with material to be doled out again to pupils who shall come under their charge; on the contrary the specific purpose is to secure real growth in art life.

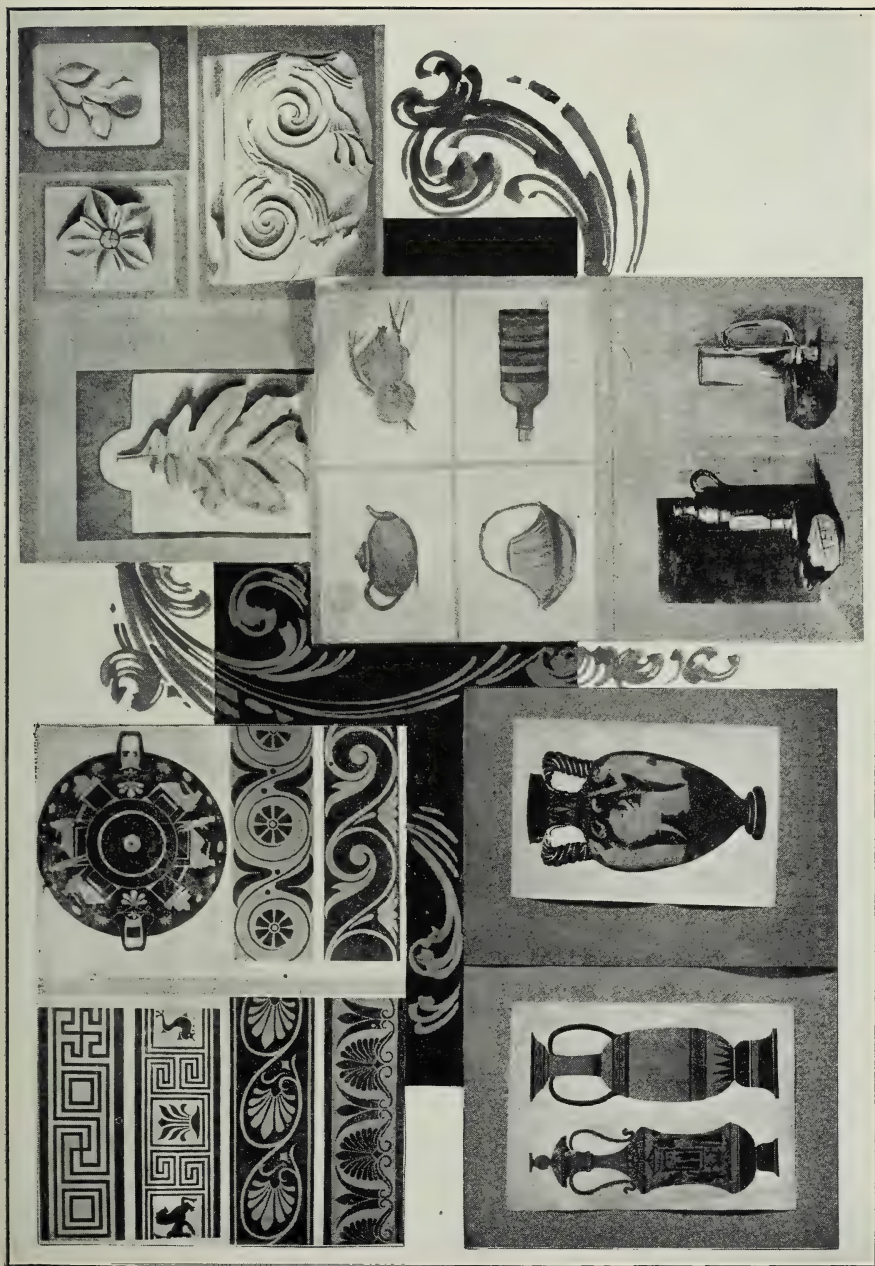
The time given to this subject is two periods per week for three successive terms, and one period per week the last term.

Equipment.

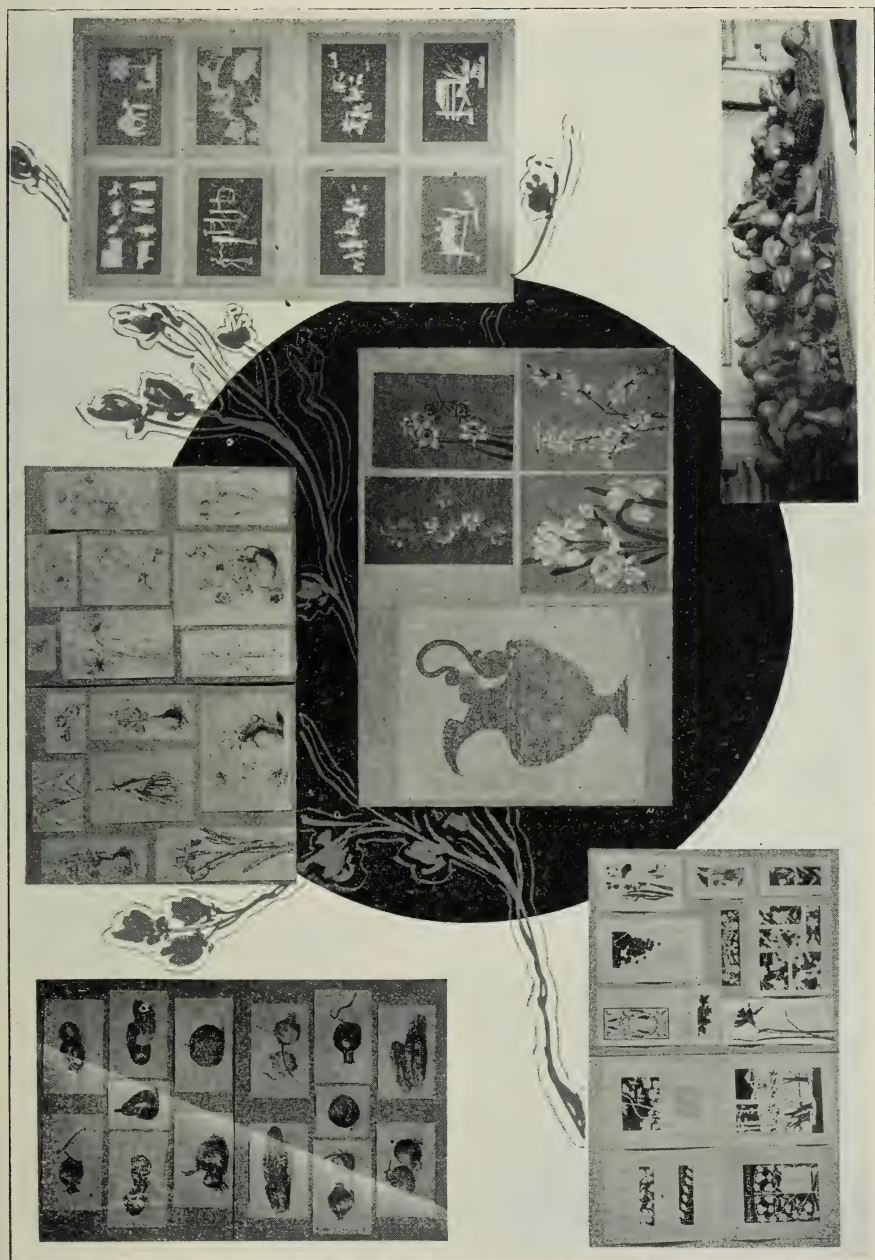
To this department are assigned two rooms of sufficient size to accommodate classes of forty each. They have north light, and are provided



ART ROOMS.



SPECIMENS OF ART WORK—NORMAL DEPARTMENT.



CRAYON, PEN AND INK WORK, AND FREE CUTTING—NORMAL STUDENTS.

with desks, tables, easels, an abundant supply of objects for still-life study, casts, draperies, and carbon reproductions of architectural subjects, as well as of the best works of old masters.

The drawing department is supplied with one hundred and fifty reproductions in reduced size of the masterpieces of sculpture and painting, and with a good equipment of plaster busts and casts illustrating historic ornament, fruits, flowers, etc. There are enough copies for class use of Arthur Dow's *Composition* and E. M. Hallowell's *Talks on Pen and Ink*; the library contains also "Masters in Art," Art Histories by Hartman, D'Anvers, Lübke, Goodyear, and Haddon; Histories of Architecture by Fergusson, Horton, Tuckerman, and Clement; Perry, *Egypt*; Pennell, *Modern Illustration*; Elliott, *Pottery and Porcelain*; Day, *Anatomy of Pattern*; Vasari, *Lives of the Painters*; Wheeler, *Principles of Home Decoration*; Kettell, *Composition in Fine Art*; Clement and Hutton, *Artists of the Nineteenth Century*, and others treating of similar subjects.

Outline of Course.

First Year, First Term. Mass drawing at the blackboard. Form study from type solids and common objects. Clay modeling of same. Clay modeling of fruit, vegetable, and plant forms, casts, stuffed birds, and animals. Skeleton work with wire and clay balls from objects, and also inventive work. Color, using prism, colored crayon and colored paper, brush and water colors. Principles of perspective applied to outline drawing of curvilinear and rectangular forms, including type solids and a great variety of common objects. Study of nature, germination, plant growth, outdoor sketches. Pencil sketches from life to study action in human figure. Mass drawing to illustrate children's games. Scissors, first manual training tool used. Free cutting for illustration and design.

First Year, Second Term. Composition. Study of space relations. Light and shade from objects and casts. Brush and ink silhouettes of persons and animals to study action and proportion. Plant form in pencil. Objects with background and foreground. Imaginative drawing for illustration. Pen and ink drawings from objects and plants. Lettering, plain and decorative. Illustrated poems. Color work from plant and insect forms illustrative of nature study. Notan of two tones. Notan of three tones. Original designs for book covers and magazine pages. Studies from the Japanese. Charcoal sketching from objects, casts, and plant forms. Pencil studies. Water color from nature and objects.

Second Year, First and Second Terms. Methods covering all work of the eight grades in the Training School.

Throughout the entire course, pedagogical principles and proper methods of presentation are emphasized. These constitute the entire

work in the Senior year. The daily work of the Training School pupils is reviewed in method classes, and the experiences related are made the basis of practical suggestions for more efficient work.

Plans are made, criticized, and discussed, work is compared, and often model lessons are given.

Instruction in care of materials, in manner of presentation of subject-matter, and in the aims and scope of work to be undertaken in the ordinary graded or ungraded schools, is made as practical as possible.

MANUAL TRAINING.

CHAS. M. MILLER.

DRAWING AND DOMESTIC ECONOMY TEACHERS.

Manual training consists of a variety of occupations which serve to develop the powers of the worker through "spontaneous and intelligent self-activity." Every voluntary act of the outward bodily life "is first rehearsed in the inner thought life"; since every step in manual training is a voluntary act, every exercise demands careful mental solution of each particular problem.

The Normal Course in manual training confines itself to cardboard construction and woodwork. Owing to the breadth of the curriculum the time limits for each subject are strictly set. Students, however, who are proficient in these two forms of manual training can easily adapt themselves to various other occupations, desirable in the lower grades, and construct plans for complete courses.

The cardboard work is divided into three series, and as far as possible useful articles have been selected. The series are as follows:

- (1) Plane geometric forms in such models as bookmark, tag, match-scratcher, etc.
- (2) A folded series, representing solid type forms; as basket, spectacle case, match safe, cornucopia, etc.
- (3) Cover paper models; as blotter-pad, calendar, box, tray, pencil case, etc.

Only a few models have been placed in the first series, as the object has been simply to direct the pupil's whole attention for a short time to careful measurements, drawing of straight lines, and the cutting of straight and curved lines. The models used in the Normal Course contain more difficult forms than those used in the Training School. There are more models made in the second series, and the processes of construction are far more complex. The model has more dimensions, with sides, ends, etc., which must be planned, cut, folded, and pasted, beginning with a plane surface. Some decoration is used in this series. In the third series not only are the models made of pulp board, but the entire model is covered and decorated with cover papers. Very complex and beautiful models can be made in this group. The student is sup-

posed to have mastered the simpler exercises, and so can direct his whole attention to the more advanced construction and decoration of the model.

In addition to the regular cardboard series, an opportunity is given for some work in book binding. There is equipment for carrying the books through the several stages of the process. Each student is expected to bind at least one book.

A group work series is being planned for the wood sloyd, by which the exercises can be better adapted to the ability of the child and of the student, and in which some choice may be given in the selection of models. This can be done without losing the progressive order of exercises so necessary for the proper development of the powers of the worker. Several models embodying the same principles will be placed in a group. The pupils must make one of each group. The teacher should see the exercise embodied while the pupil sees the model. In this way all the exercises will be undertaken and more interest will be taken in the great variety of form.

The wood sloyd includes mechanical drawing of plans, orthographic and isometric projection, original drawing, and designs for decoration. Original models are encouraged, but such plans are subject to the approval of the teacher. If revision is necessary it is worked out by the student at the suggestion of the teacher. Some chip and relief carving is attempted; not more than one piece of each is demanded, though more may be done. Apparatus is made for other departments, and also designs for personal use.

A turning lathe is now at the disposal of the more advanced woodworkers.

The department now possesses a complete printing outfit. The press is large enough to print an eight-page circular, pages the size of this catalog, in one sheet. Most of the incidental printing for the school is now done "at home." Opportunity is thus given students to learn printing. Much interest has been shown in this occupation.

A full equipment of tools for wood and cardboard work has been provided for both Normal and Training School departments. For the Normal there are eighteen double benches equipped with the tools that are used constantly, while on racks in the center of the room are tools that are used less frequently. The Training School is furnished with twenty-four single benches arranged in combinations of eight each.

A thorough study of exercises suitable for the common schools constitutes the work of the last term of the manual training course. The theory of manual training is presented in the three phases: physical benefit and relationship; mental growth; moral development. Complete analysis is made of the wood and cardboard models. Models not made in the course are more carefully analyzed and directions for making are given. Some time is given to the study of occupations that are applicable to the several grades. Charts of various countries are studied

for the purpose of selecting suitable models for new courses and for making additions and modifications of old ones. Student-teachers have opportunity for observation and practice-teaching in all the grades. In the lowest grades various occupations find place. Raffia, palm, and rattan are used in making the simpler forms of basketry and in coarse weaving. The purpose is to increase skill in manipulation, to stimulate originality in shape and color, and to develop interest in industrial pursuits. Other occupations may be tried from time to time to determine their relative values. In the fourth and fifth grades cardboard construction is the major occupation; in the sixth, woodwork; in the seventh, woodwork and sewing; in the eighth, woodwork and cooking.

DOMESTIC SCIENCE AND ART.

JESSICA C. HAZARD. LUCY J. ANDERSON.

The need of instruction in this group of subjects in our elementary schools is rapidly being recognized. This Normal School, anticipating the general demand for such training on the part of teachers, has undertaken to equip its graduates to meet these additional requirements in the public schools. To give the students knowledge of foods and textiles and to train them in the proper use of these necessities of life is the purpose of this course. The work done along these lines has been successful both in quickening appreciation of the educational value of cooking and sewing, and in giving students sounder ideas of the dignity of labor.

New quarters, commodious and thoroughly equipped, have offered opportunity, during the current year, for enlarging the scope of the work. In addition to the regular instruction of Normal classes, a lunch service for students and teachers of the school has been instituted and systematized, work in cooking and sewing has been introduced into the Training School, and instruction has been given to a class of twenty-five alumnae, who have re-entered the school for a year of special work in this department.

The course in cooking and sewing is so arranged as to give to the student practical working knowledge along these lines.

In the cooking, theory and practice are carried along in parallel lines, the aim being to make the knowledge gained broader than that given by the mere preparation of dishes from receipts. The food principles, their value in the economy of the body, and the chemistry of food and of cooking are considered. The student is led to see why certain methods of cooking, under certain conditions, are better than others. The practice of economy in the preparation of food is emphasized; in the main, the dishes prepared in the cooking laboratory are simple and inexpensive, illustrating the fact that the cheaper materials may be transformed, by skillful manipulation, into palatable as well as nutritious food.



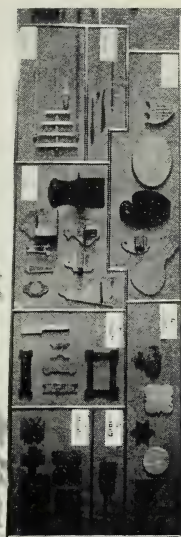
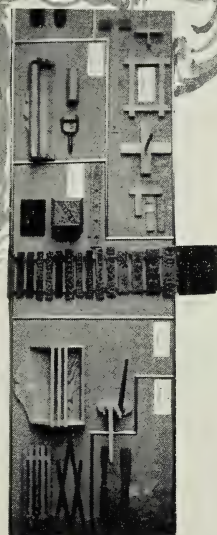
STUDENTS' LUNCH ROOM.



MANUAL TRAINING ROOM.



COOKING SCHOOL.



SPECIMENS OF MANUAL TRAINING—NORMAL DEPARTMENT.

The course is outlined as follows. Foods: essential properties and nutritive value; production; manufacture and comparative cost; principles of cookery, with proportions of materials and simple receipts, suitable for school practice and home use; manipulation; marketing; tests for adulteration; order; economy and cleanliness; fuels and utensils.

In the sewing, as in the cooking, practical rather than ornamental phases of the work are emphasized. The simple stitches, when mastered, are elaborated into the seams and combinations used in garment-making. The outline comprises: textiles, origin, production, and manufacture; adaptability; appearance; strength.

The domestic science department has quarters in the lower floor of the annex. The lunch room accommodates about two hundred. The kitchen, adjacent on the north, is used both for recitation and demonstration work, and for the preparation of lunches served to students. The kitchen equipment includes: a large coal range, a gas range, individual gas stoves, a steam-table; cooking utensils, crockery, glass, and silver necessary for instruction and for the serving of luncheons; accommodations for these; necessary food materials.

The students in these departments are not required to purchase textbooks for this work. The following reference books are found in the school library: Hutcheson, *Food and the Principles of Dietetics*; Thompson, *Practical Dietetics*; Yeo, *Food in Health and Disease*; Williams, *Chemistry of Cookery*; Knight, *Food and its Functions*; Rumford, *Plain Words about Food*; Ewing, *Cook Book*; Farmer, *Boston Cooking School Cook Book*; Richards, *Chemistry of Cooking and Cleaning*; Richards, *Air, Water, and Light*; Wilson, *Practical Cooking and Sewing*; Parloa, *Home Economics*; Wheeler, *Principles of Home Decoration*; Government pamphlets; Mason, *Women's Share in Primitive Culture*; Johnson, *Art and Practice of Needlework*; Marsden, *Cotton Weaving*; Walker, *Varied Occupations in Weaving*; Dodge, *Fiber Plants of the World*.

Students of the cooking classes are required to have a long white apron, with bib and shoulder pieces, a circular white cap, and white sleevelets extending half way to the elbow.

Special training consists of teaching under supervision the Training School classes in cooking and sewing, and the study of methods best adapted for use in presenting these subjects in the common schools. Every effort possible is made to keep pace with those institutions which make a special study of industrial training in its relations to the public school. New methods bearing upon conditions peculiar to our State are formulated, discussed, and incorporated into the work. The instruction in this department aims to give to the students the power to apply proper methods of teaching to these special branches; to acquaint them with the materials available throughout the State; and to prepare them to make good use of these materials with pupils in the different grades, not excepting those schools that have no regular equipment.

PHYSICAL TRAINING.

SARAH J. JACOBS.

The course in physical training aims to promote and maintain the health of the students, and to furnish them with the principles underlying this training; also to give them practical knowledge of a system of educational gymnastics sufficient to enable them to teach intelligently any form of school gymnastics, and to adapt their work to the varying conditions which may be met.

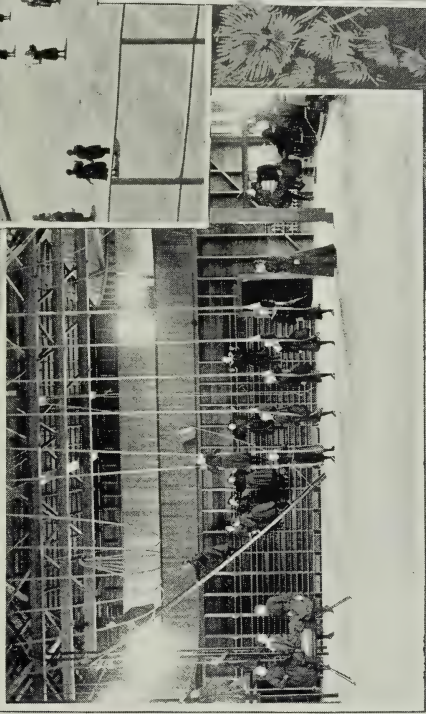
During the first year two periods per week of class exercise are required. Careful attention is given to forming correct habits of standing, walking, and breathing. Prescription work is assigned when necessary. Plays and games are freely used in the gymnasium and in the open air.

The first half of the second year is devoted to theory, with practical applications. The theory includes talks on the history of physical training, the physiology of exercise, the mechanism of movements, the discussion of the principal systems of gymnastics, the theory of the Swedish system, the relation of gymnastics to athletics, methods of teaching children, and analysis of positions common during school life. This is supplemented by the making of plans and direction of classes in the Training School.

The young men use the gymnasium after school. In addition to the regular work, they devote some time to athletics. The track team participates in "Field Day" with several other schools in the southern part of the State. Basket ball is very popular.

The gymnasium is large and well ventilated. It has a free floor space of 75 by 55 feet; the gallery is 8 feet wide and 12 feet from the floor. It is fitted with apparatus for light and heavy gymnastics, sufficient to accommodate large classes. There are baths connected with the men's dressing rooms; better facilities for dressing rooms and baths are planned for the women students. There are four tennis courts belonging to the school.

Free and unrestricted action of the body is essential to good mental and physical development; our young women, therefore, are urged to wear hygienic clothing at all times. The co-operation of mothers is asked in this important matter. In the gymnasium all students are required to wear gymnasium suits. The regulation dress for the young women consists of divided skirt, blouse, and gymnasium shoes. Directions for making the suit will be sent, by the instructor in physical training, to those pupils who desire to have their suits made at home. All others must come prepared to purchase them. The expense will be from \$5 to \$8. The young men should provide knickerbockers, blouse, and gymnasium shoes.



GYMNASIUM AND TENNIS COURT.

COURSE II.

KINDERGARTEN TRAINING.

FLORENCE LAWSON.

In addition to the requirements for admission to Professional Course (I), applicants will be required to pass an examination in music :

(a) Instrumental : ability to read simple airs with reasonable facility, in good time, and with fair touch.

(b) Vocal : ability to sing simple songs with accuracy and expression.

Any advanced standing in the required work for kindergartners necessitates an examination in all the subjects completed in the first year of the special kindergarten course. This examination shall cover both the academic and the kindergarten training of the year specified in addition to the regular entrance examination, but recent graduates of California Normal Schools may be admitted to a special course of one year in kindergarten training.

A class will be admitted only in September of each year.

Students who do not show some natural fitness for the work by the end of the first half-year will be required to withdraw.

This course of study leads to a diploma on which a Kindergarten Primary Certificate will be granted.

FIRST YEAR.

FIRST TERM.

1. Composition.....	
2. Biology.....	5
3. Reading.....	4
4. Drawing.....	3
5. Music.....	2
6. Kindergarten Theory.....	5
7. Observation in Kindergarten.....	3

Total, 25 units.

SECOND TERM.

1. Psychology.....	6
2. Literature.....	3
3. Nature Study.....	3
4. Drawing.....	3
5. Music.....	2
6. Kindergarten Theory.....	
7. Observation in Kindergarten.....	3

Total, 25 units.

SECOND YEAR.

FIRST TERM.

1. Child Study and Pedagogy.....	5
2. Music.....	1
3. Kindergarten Theory.....	4
4. Teaching in Kindergarten.....	15
Total, 25 units.	

SECOND TERM.

1. History of Education.....	3
2. Music.....	1
3. Kindergarten Theory.....	6
4. Teaching in Kindergarten.....	15
Total, 25 units.	

Graduates of Course II will be able to complete Course I in one year.

EXPLANATION OF THE COURSE OF STUDY AND METHODS PURSUED.

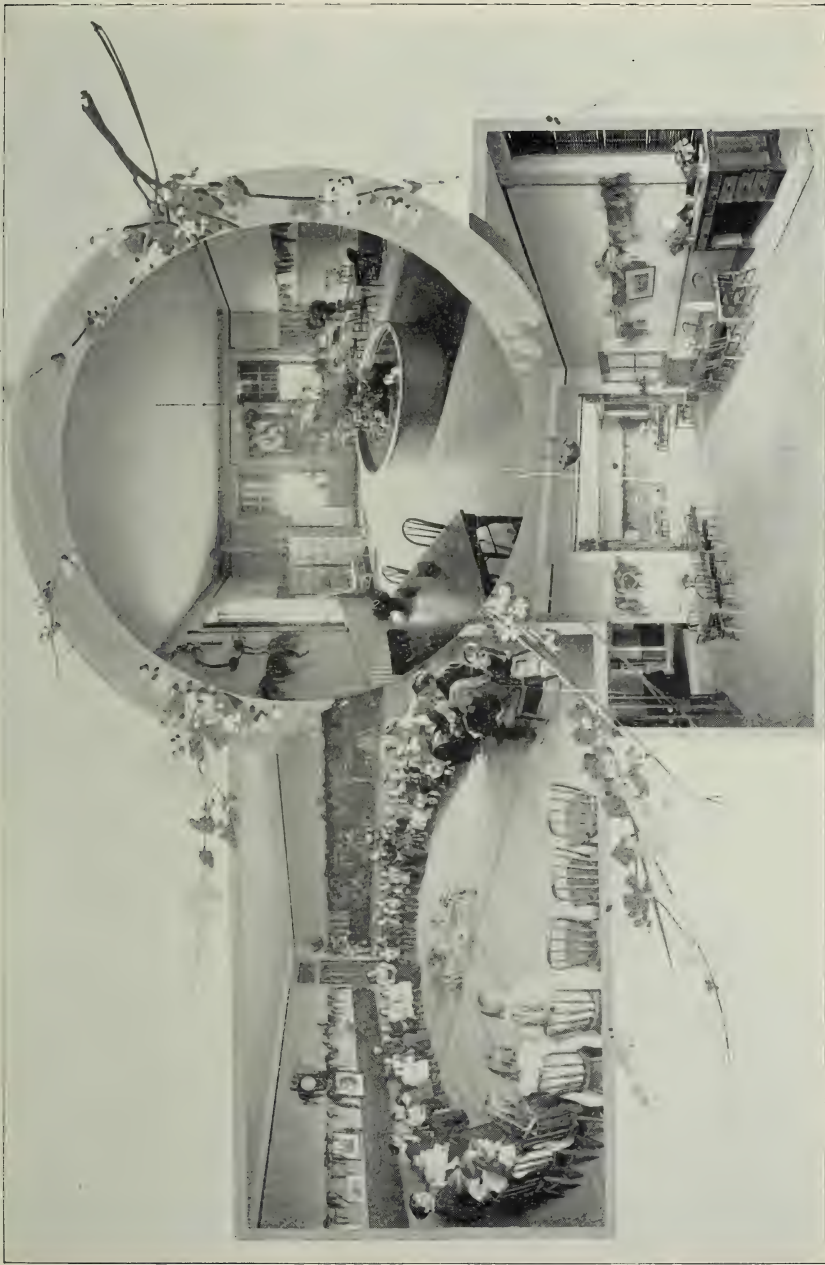
The special aim and work of this department is to give a thorough practical training in kindergarten methods. Such subjects as relate to general education correspond to those of the Professional Course I.

The department is well arranged to carry out this plan of making the kindergarten itself the center and basis of all work given. The three kindergarten rooms are large and sunny. Besides the usual kindergarten equipment, there is, indoors, a large aquarium well stocked with plant and animal life; out of doors, a gymnasium fitted with swings, ladders, balance swings, turning bars, ropes and poles for climbing; also sand piles, blackboards, building blocks, and sufficient garden space for each child to have an individual garden. All important reference books and periodicals relating to kindergarten subjects are in the school library.

KINDERGARTEN THEORY AND PRACTICE.

FIRST YEAR.

- I. **Kindergarten Theory.** One hour a week to each subject specified.
- (1) *Froebel's Philosophy.* Study of twenty plays in the Mother-Play Book. Collateral reading.
 - (2) *Gift.* Theoretic and practical development of gift material. Study of "Pedagogics of the Kindergarten." Collateral reading.
 - (3) *Occupation.* Completion of Froebel's hand work.
 - (4) *Games.* Practice in playing games. Study of music and form.
 - (5) *Miscellaneous.* Study of activities and interests of young children, based on work in psychology and observation in kindergarten. General outline of program work.



KINDERGARTEN ROOMS.



GARDEN AND OUTDOOR GYMNASIUM—KINDERGARTEN.

KINDERGARTEN TRAINING CLASS,
GARDEN FOR KINDERGARTEN.

II. **Kindergarten Observation.** Three hours a week during first term; three hours a week during second term.

The observation in kindergarten gives an opportunity to become acquainted with the basic principles of education in actual operation and to know the materials through methods of use.

Note-books are kept and the observation work is supplemented by discussion in class.

SECOND YEAR.

I. **Kindergarten Theory.** Four periods a week during first term; six periods a week during second term.

(1) *Froebel's Philosophy.* Mother-Play Book completed. "Education of Man." "Education by Development."

(2) *Gift and Occupation.* Advanced gift work. Supplementary hand work. Adaptation of nature material. Constructive work.

(3) *Games.* Continuation of work of first year. Study of origin, development, and purpose of games; opportunity for students to conduct games and marches.

(4) *Program.* Constructive program work. The making of definite original plans of work, based on previous study of educational principles and upon the observation and study of the instincts and activities of children.

(5) *Stories.* Practice in adapting and relating stories, based upon the comparative study of the myths, of fables, legends, and typical kindergarten stories.

II. **Practice Teaching.** Practice work fifteen hours a week throughout the year. This practice is required in kindergartens under the supervision of the Normal Kindergarten Director. Each student works under criticism, and is held responsible for her own group of children during practice hours. Ample opportunity is given for telling stories, teaching songs, and conducting morning circle, games, and marches. Students who fail in such practice work will not receive the diploma, even though their academic work be satisfactory.

Students have regularly assigned periods for observation in the primary department of the Normal Training School and opportunities for visiting other kindergartens.

KINDERGARTEN MUSIC.

Instrumental: Playing for rhythm, games, and good interpretation of song story; at least one hour's practice per day.

Vocal: Voice placing and developing of tone and rhythm; phrasing and expression; study of children's songs; selection of music for kindergarten uses; sketches from the history of music.

KINDERGARTEN DRAWING.

Three periods a week for one year.

Form study of type solids and common objects, with study of perspective and principles. Mass and outline drawing at blackboard for purpose of illustration. Clay modeling. Free paper-cutting for illustration and design. Color, with crayons, brush, and water color. Light and shade from still life and plant form. Nature study, plant and animal forms. Imaginative sketches. Outdoor sketching.

For statement of other subjects mentioned in course of study, see separate departments under Course I.

KINDERGARTEN TEXTS.

Froebel, *Education of Man*. Hailman's translation.

Froebel, *Mutter und Kose Lieder*, published by Lee & Shepard; or
Mutter und Kose Lieder, translated by Susan Blow.

Froebel, *Pedagogics of Kindergarten*, translated by Josephine Jarvis.

Froebel, *Education by Development*, translated by Josephine Jarvis.

Elizabeth Harrison, *Study of Child Nature*.

PRELIMINARY COURSE.

Until further notice, in accordance with the law and to meet existing conditions in Southern California, a course of study will be offered preparatory to the Professional Courses.

Conditions of Admission.

1. Those holding teachers' certificates of the primary grade.
2. Those who have finished the work of the ninth year of the public schools of California and who present certificates signed by the Principal of the school and by the County or City Superintendent, attesting to a high standard of scholarship (an average of 80 per cent or over) and peculiar fitness to become a teacher.
3. Those who are able to pass a creditable examination in arithmetic, English, geography, United States history, reading, spelling, drawing, penmanship, and vocal music, thus showing scholarship equivalent to that demanded under (2).

Examination for admission to the first year will be given at the date named in the calendar, August 31st, for the fall term; and for advanced standing Monday, February 1st, for the spring term. In the former a fair knowledge of the following subjects will be required: arithmetic, English, geography, United States history, reading, spelling, penmanship, and vocal music.

The requirements in arithmetic will include the following points: accurate work in the fundamental operations; reduction in common and decimal fractions; simple processes in weight, measurement, and volume; forms in analysis; applications of percentage, with special reference to the use of elementary principles.

In English the applicant for examination should be able to distinguish readily the various parts of speech in their usual constructions. He should analyze quickly simple prose or verse, giving the various kinds of sentences and the relation of the parts. He should be able to summarize in his own words the thought of any simple text placed before him. The exercise in composition will be based on the readings required. The subjects chosen will demand a clear grasp of the author's thought, rather than memory of technical details. The composition must be reasonably correct in spelling, grammar, and punctuation, and must show some knowledge of paragraphing.

List of Readings.

- I. (a) Alhambra; (b) Sleepy Hollow Legend; (c) Rip Van Winkle.
 II. (a) Evangeline; (b) Miles Standish; (c) Hiawatha.
 III. (a) Snow-Bound; (b) Tent on the Beach.

Every student must be prepared on one work from each group of the above. He must be able to quote some good passage of at least ten consecutive lines from the verse that he has studied.

Students seeking to enter the Normal School should have a fair knowledge of geography, including location of most important countries, their chief productions, and characteristics of the people. The great grain, cotton, timber, fruit, grazing, and mineral belts of our own country should be known, as well as the cause of their distribution. A knowledge of the manners and customs of the people in the different parts of the country is also required. Ability to think well will cover the lack of many technical points in the work.

The course in the history of the United States deals chiefly with the growth and character of the Government, including a careful study of the Constitution and its workings. In order to pursue this course intelligently, the applicant should have a good knowledge of the main facts of our history, especially through the colonial and revolutionary periods. The examinations are given with a view to testing preparation in this particular.

Applicants for admission will be examined in spelling upon words in common use, such as may be found in the California State Speller, and are expected to spell a large percentage of any selected list of such words at dictation.

The Natural Vertical System of penmanship is taught; and, as a prerequisite to admission, a student must write a plainly legible hand, not necessarily the vertical, having a reasonable regard to regularity and neatness.

In music the student must be able to sing the major scale, and both sing and write the diatonic intervals.

COURSE OF STUDY.**FIRST YEAR.****FIRST TERM.**

Grammar, Classic Myths, Composition.....	4*
Ancient and Mediæval History.....	4
Physics.....	5
Algebra.....	4
Reading.....	3
Music.....	2
Physical Training.....	3

Total, 25 units.

* Number of recitations per week.

SECOND TERM.

Composition, Word-work, and Literature.....	4
Geography.....	4
Botany.....	5
Algebra.....	4
Drawing.....	2
Manual Training.....	2
Music.....	1
Spelling.....	1*
Physical Training.....	3

Total, 25 units.

SECOND YEAR.

FIRST TERM.

American Literature, Poetics.....	4
English History.....	4
Physiology.....	5
Geometry.....	5
Drawing.....	2
Manual Training.....	2
Physical Training.....	3

Total, 25 units.

SECOND TERM.

English Literature, Shakespeare.....	5
United States History and Government.....	5
Chemistry or Physics.....	5
Geometry.....	4
Drawing.....	2
Manual Training.....	1
Music.....	1
Physical Training.....	2

Total, 25 units.

ENGLISH.

The study of English occupies four hours a week during the first three terms of this course, and five hours a week during the fourth term.

Composition, and grammar as far as it has direct and vital connection with the expression of thought, receives special emphasis during the first year. The composition takes the forms of description, narration, and simple exposition. The themes are drawn in part from the literature studied, but more largely from the experience and observation of the individual pupil; they are so varied as to require the exercise of observation, reflection, and imagination. Accuracy of form, to the extent

* May be passed by examination, unless written work shows a deficiency.

of the student's knowledge, is insisted upon; and to develop the critical faculty, the members of the class are frequently required to correct either their own compositions or those of their fellow-students.

During the first year, the work in literature comprises: the Greek myths, nature essays by Burroughs, or other essays of similar character, Silas Marner, and one of Webster's speeches, usually the first Bunker Hill Oration. The first term of the second year is devoted to the study of narrative and nature poetry, chiefly from American authors, and of one drama—The Merchant of Venice. The second term is occupied in part by the study of Shakespeare, and in part by a brief historical study of English literature, with readings from representative writers, and a critical examination of a few short masterpieces of English poetry. To broaden and deepen the student's knowledge and appreciation of literature, both as to content and form, and thus give him adequate preparation for the work of the Professional Courses is the aim throughout.

HISTORY.

First Term. A study of Greek and Roman civilization; the expansion of the Roman Empire; the blending of classic and Teutonic life, resulting in the establishment of mediæval institutions and the beginning of modern nations.

Second Term. English History: special reference to the social and political life of the people; influence on American institutions; connection with great European movements, *e. g.*, the Renaissance, the Reformation, and the French Revolution.

Third Term. A brief survey of the discovery, exploration, and colonization of America; the separation from England, and the establishment of the United States government; analytical study of the Constitution; chief topics of the constitutional period.

Required texts:

West, *Ancient History*.

Coman and Kendall, *English History*.

Channing, *Student's History of the United States*.

Throughout the course, very free use is made of the library, the historical department of which contains the standard authorities, the best historical atlases and school texts, many of the recent publications of source material, and numerous duplicates of the books best adapted to supplementary work. Besides these, much useful matter is found in other departments of the library.

Every student is required to do some intensive work each term, informing himself as fully as time and the facilities at hand will permit, on some assigned topic, and presenting the results of his study in the form of oral recitation, outline, or theme.

GEOGRAPHY.

For those who are not graduates of high schools a special course is provided. Before taking up the pedagogy of geography, twenty weeks are devoted to a study of physical geography. The atmosphere, the ocean, and the lands are the main divisions of the subject. These are treated from the standpoint of their relations to human affairs. Text-book instruction is supplemented by laboratory and field exercises. The physiographic processes which are at work in the vicinity are studied at first hand, and their influence as well as that of the resulting physiographic forms discussed. Stress is laid upon individual observation and reasoning, which are so essential in interpreting the geography of the world.

CHEMISTRY.

The course in chemistry is planned to meet the requirements of grade teachers in the public schools; to give a clear understanding of the chemical phenomena intimately bound up with our daily lives, some familiarity with laboratory manipulation, and a just appreciation of scientific experiment as the instrument of investigation. This very definite aim controls the spirit and method of the work and restricts the subject-matter to those parts of the chemistry of daily life underlying physical geography, nature study, and school sanitation.

The experimental work of the students receives careful direction and criticism. Students left to themselves in laboratory work rarely collect the data necessary for sound conclusions. They know neither what to look for nor how to discriminate between the accidental and the essential. Many a student has juggled with chemicals and tubes for a year or more without having once realized that the chemical changes in his experiments are identical with the great changes in nature, that he is doing on a very small scale what nature has done, will always do on a larger scale. Furthermore, younger students unaided commonly fail to recognize the quantitative aspect of chemical change, the soul of the science.

In fitting up apparatus the students are encouraged to devise original ways and means and to plan experiments additional to those suggested by the text. The study of delicate and characteristic analytical tests, as of iron, mercury, tin, and arsenic salts, affords a training in alertness and discrimination not always developed by school work. This phase of the laboratory practice is intended to embody, as far as it goes, approved analytical methods.

Under the head of material directly contributory to geography is the study of those soluble and insoluble salts found in soils, as nitrates, chlorids, phosphates, carbonates, and silicates; of metals, metallic salts

and ores; the solvent action of carbonated waters on certain rocks; the fixing of nitrogen and the formation of ozone.

Oxygen and air, combustion, carbon mon-oxid and carbon di-oxid are studied in relation to life, and practical views of ventilation are established.

The Senior students have constant opportunity to use laboratory experiments in an inspiring way in connection with their science teaching in the grades. Some of them are called upon to teach elementary inorganic chemistry in the seventh and eighth grades of the Training School. This recognition of the immediate professional value of the course makes the students alert in discovering the economic or technological application of the facts learned. Class discussion of the great modern achievements in applied chemistry as recorded in science magazines and bulletins fosters a genuine interest in this social side of the subject.

PHYSICS.

This subject is pursued five hours a week for the first term of the first year, and, elective, five hours a week during the second term of the second year.

The work of the first term covers inductive and deductive work in dynamics and acoustics; the second year's work embraces heat, light, and electricity. The laboratory work is largely quantitative; the remainder of the time is devoted to topical discussions and class and lecture-room exercises. The inductive experiments of the course are made the means for the proper comprehension of the deductive work that follows.

PHYSIOLOGY.

In this course a brief outline is given of human physiology in all its aspects. The relation of food to the energy of the body (digestion, circulation, etc.), and air and ventilation, in connection with the respiration functions, are studied sufficiently to form an intelligent basis for the study of domestic science and school hygiene. Care of the body in health and in accident or disease receives special consideration.

The laboratories are well equipped, having in addition to the apparatus and facilities indicated under the head of biology a very complete set of anatomical studies and charts. As in the other biological subjects, the laboratory method is used, the results being recorded by means of notes and drawings.

BOTANY.

The plant as a living organism is considered with reference to maintaining itself (nutrition and adaptation for getting food or protection) and to maintaining the race (reproduction). Types of flowering plants

are generally used, but the study of reproduction is illustrated by plants from all the great groups. This is a laboratory course and the usual methods and facilities for such courses in secondary schools are employed.

ALGEBRA.

The instruction in this important branch of mathematics emphasizes the fact that algebra is something more than generalized arithmetic.

After introductory work in translating problems from common into algebraic language, the double significance of plus and minus is fully discussed; this must be clearly understood in order that the "Laws of Signs" of the fundamental operations may be intelligible. The use of plus and minus as signs of character or direction, not of operation, is amply explained and illustrated by examples taken from geography, physics, and bookkeeping.

In dealing with factoring, evolution, and involution the method is severely analytical; it leads the students to detect and properly interpret ascending and descending series, alternation of signs, and other symmetrical aspects of algebraic expressions. The abstract truths learned in the study of these processes are given practical application in the solution of concrete problems in mechanics and mensuration. Accuracy, especially at first, is emphasized rather than rapidity or facility; rapidity is kept in view as the final outcome of repetition.

The equation, the great central subject of algebra, receives full, careful, and thorough treatment; the point here is not merely to secure rapid and accurate manipulation of indirect data, though that is of value, but even more to impress the students with the fact that the equation is an instrument of investigation by which they may independently reach correct conclusions. They are led to see that the equation is to mathematics what the experiment is to natural science.

The subject of exponents is made profitable to the students by submitting it, point by point, for original investigation. With proper guidance, students determine for themselves the significance of negative, fractional, and zero exponents; also the leading principles involved in radicals and imaginaries. As much as possible, algebra becomes to them a field for original work in which they may employ all their faculties and win the intellectual pleasure that attends independent work.

GEOMETRY.

The paramount aims in the course in geometry are to develop accurate perception, correct judgment, and clear and consecutive reasoning. Subsidiary aims are to cultivate concise and forceful expression, and neatness and accuracy in execution.

Logical geometrical reasoning is conditioned absolutely upon clear

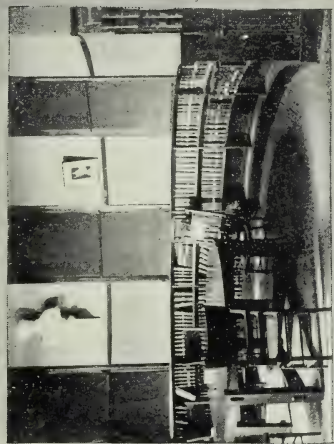
ideas of form; hence familiarity with geometric concepts is cultivated by free use of text-book and of illustrative concrete forms, before much is required in the way of independent argument or original propositions. The highest success is attained when the student has gained the power of thinking consecutively and of expressing his thought clearly, and has formed the mental habit of grasping the salient points of a connected argument, recognizing their true relations and interdependence. To this end, the reason for every step is required until familiarity with many of the geometric relations is secured. This familiarity is further tested and cultivated by practical application to many original propositions and variations of given demonstrations.

In plane geometry the original propositions are largely of a practically useful character, growing out of conditions at hand or readily imagined; in solid geometry many of the figures are made in concrete form by the student, and the principles of their construction and the relations of their parts demonstrated both by synthetic and analytic methods.

This secures for the student an independence of thought and an originality of invention much more far-reaching in its pedagogic and practical results than would result from a mere study of the text.

SPEECH AND ORAL READING, MUSIC, DRAWING, MANUAL TRAINING, AND PHYSICAL TRAINING.

The work in these subjects in the preliminary course is essentially the same as in the regular course, the only difference being that it is extended through a longer period and, consequently, is more disciplinary in character.



VIEWS IN LIBRARY.

THE LIBRARY.

The library having outgrown its old quarters, the rooms on the first floor at the south end of the main building were fitted up, at the close of last year, for its use. They are light, airy, commodious, and attractive. The change secured more shelf room, a better arrangement of current literature, and the better accommodation of students, furnishing a place where they can spend their study hours to advantage. The books of the juvenile department have been placed under the supervision of the librarian, thus rendering them more accessible and valuable to the Training School pupils and the student-teachers.

The library contains about eleven thousand volumes, classified according to the Dewey decimal system and arranged on low shelves to which the students have free access.

Though the desirability of supplying good reading for leisure hours is not overlooked in the choice of books, the main purpose is to provide the means for pursuing the branches prescribed in the courses of study. The subjects most fully represented are: psychology and education, science, travel, history, and literature. About five hundred new volumes are added annually. Great care is taken in the selection of books; the liberal use made of the library by students shows that the collection fulfills its purpose. The past year shows an average monthly circulation of forty-five hundred, exclusive of books used in the library. The library is supplied also with most of the best current literature, professional and general.

In addition to the ordinary reference books, such as dictionaries, encyclopedias, and atlases, there are, either bound or on file, about eight hundred volumes of the leading literary and educational periodicals, which, by the aid of Poole's Index and kindred publications, can be used to great advantage. The use of the library in general is facilitated by a card catalog containing, besides the title and subject of every book and the name of its author, many references to magazines and other sources, the titles of which do not indicate the contents.

RULES AND REGULATIONS.

The library is open from 8 A. M. to 5 P. M. of every school day, and from 1 to 5 P. M. on Saturdays.

Books may be retained two weeks, and renewed for the same length of time, provided there is no special demand for them; such as are needed for class-room work are limited to one night.

Every book must be charged at the librarian's desk before being taken from the room; when it is returned, the borrower should see that the charge is canceled.

Conversation and conduct inconsistent with quiet and order are prohibited in the library and adjoining halls, not only during school hours, but at all times when the library is open.



GROUP OF TRAINING SCHOOL, ROOMS.

THE TRAINING SCHOOL.

WILLARD S. SMALL, Supervisor.

Critic Teachers:

FRANCES H. BYRAM.	HELEN C. MACKENZIE.
CARRIE REEVES.	FRANCES BROWN.
CLARA M. PRESTON.	ALBERTINA SMITH.

The Training School in its present organization is a branch of the Los Angeles city school system. Pupils are admitted upon the same terms as to the city schools, the same general plan for classification and promotion obtains, and the customary reports of a city school are made to the city superintendent by one of the critic teachers acting as city principal. The pedagogical aims and practices of the school, however, including the content and organization of the course of study, are determined by the Normal School.

This Training School serves a threefold purpose: practice school, model school, school of experiment. For reasons of economy, if for no other, these three aims must be accomplished in the one school. Careful organization and supervision make it possible to secure results in all these respects. In this work, the supervisor has the assistance of six critic teachers, each in charge of successive grades, and the coöperation of the method-teachers of the Normal School.

The practice-school purpose is justly of first importance. Students work in the Training School, teaching and observing, throughout the last year of their course. Twenty-four rooms are now available for training-school purposes, the number having been increased by seven the past year. During the first term the student-teacher's time, one and one half hours a day, is divided about equally between teaching and observing. The teaching is continuous in one grade, under the same critic teacher; the observing is confined for the first weeks to the same grade, but is extended later through all the grades. The time in the last term is subdivided, each student-teacher having two assignments of ten weeks each. In this term, the student-teachers are given entire charge of their respective rooms for half the day. Just as fully as possible, they are placed upon their own responsibility. This plan gives opportunity for each student to teach in three different grades. Exceptions to this plan of procedure are extremely rare. Relative to the teaching work there are held weekly

meetings by the several critic teachers for criticism and discussion, group conferences of student-teachers handling the different subjects with the method-teachers of those subjects, and frequent individual conferences with the supervisor, critic teachers, and teachers in the Normal School.

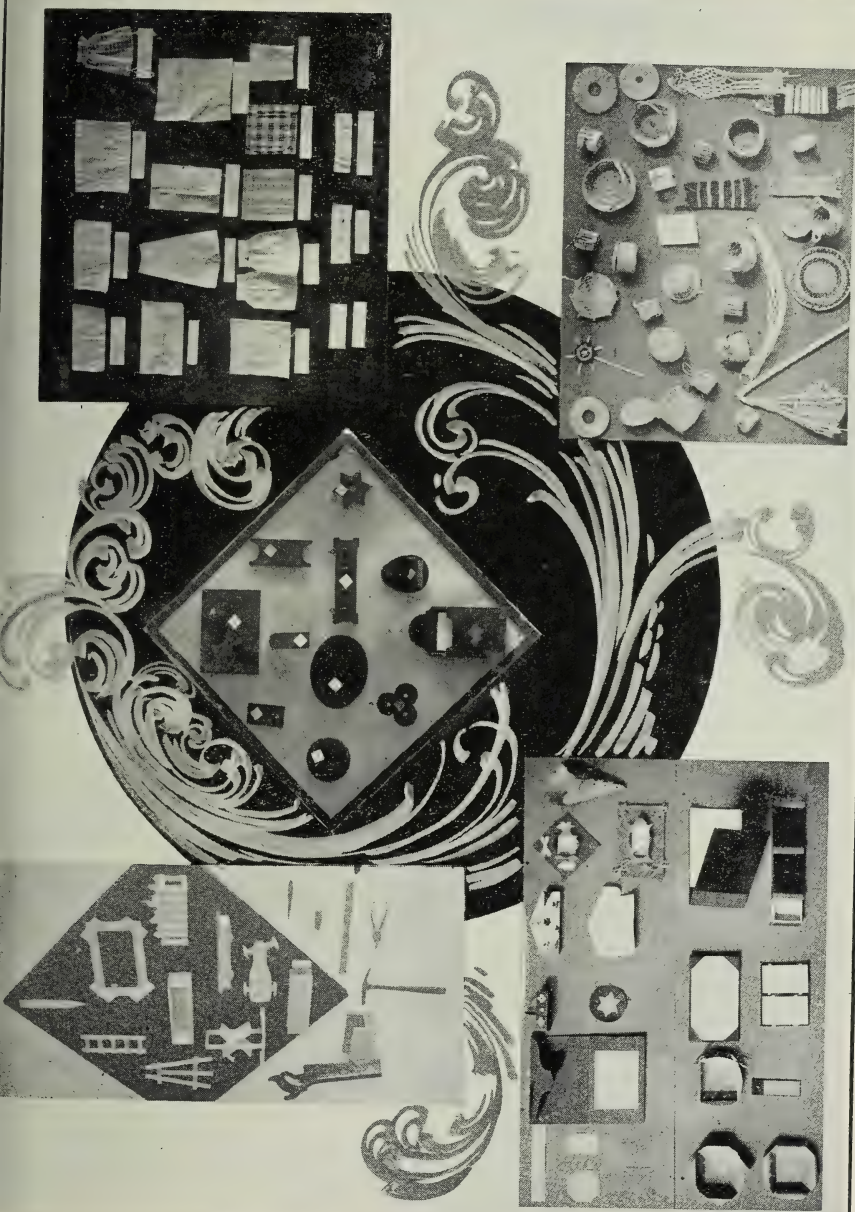
The function of model school, that of giving opportunity to observe adequate teaching, is effected through the periodic handling of classes by the critic teachers and by the method-teachers. This latter phase of the work is being steadily developed.

Every school must be in a measure an experimental school. This is peculiarly true of the training department of a normal school. Otherwise vitality perishes. This does not mean that every "new idea" in education is to be adopted incontinently, but that course of study, methods, and purposes, even, shall be subject constantly to critical inspection and revision in the light of proved experience and social needs. This experimental purpose is furthered through the joint efforts of the training school forces, the department of pedagogy, and the method-teachers. The method-teachers not only give the review-work and the method-work in their respective subjects, but they also extend their observation and supervision into the Training School. More and more they are being held responsible for the content of their subject in the training school curriculum. Bi-weekly conferences are held for the discussion of the different subjects in the course of study. Each conference is devoted to a particular subject. The participants are the supervisor, the critic teachers, members of the department of pedagogy, and members of the academic department whose subject is under discussion. Both content and methods are subject to free and generous criticism. In this way each subject in the curriculum comes in for general examination and clarification once a year. It is believed that experimentation thus guided by definite aim and critical foresight is fruitful of valuable results.

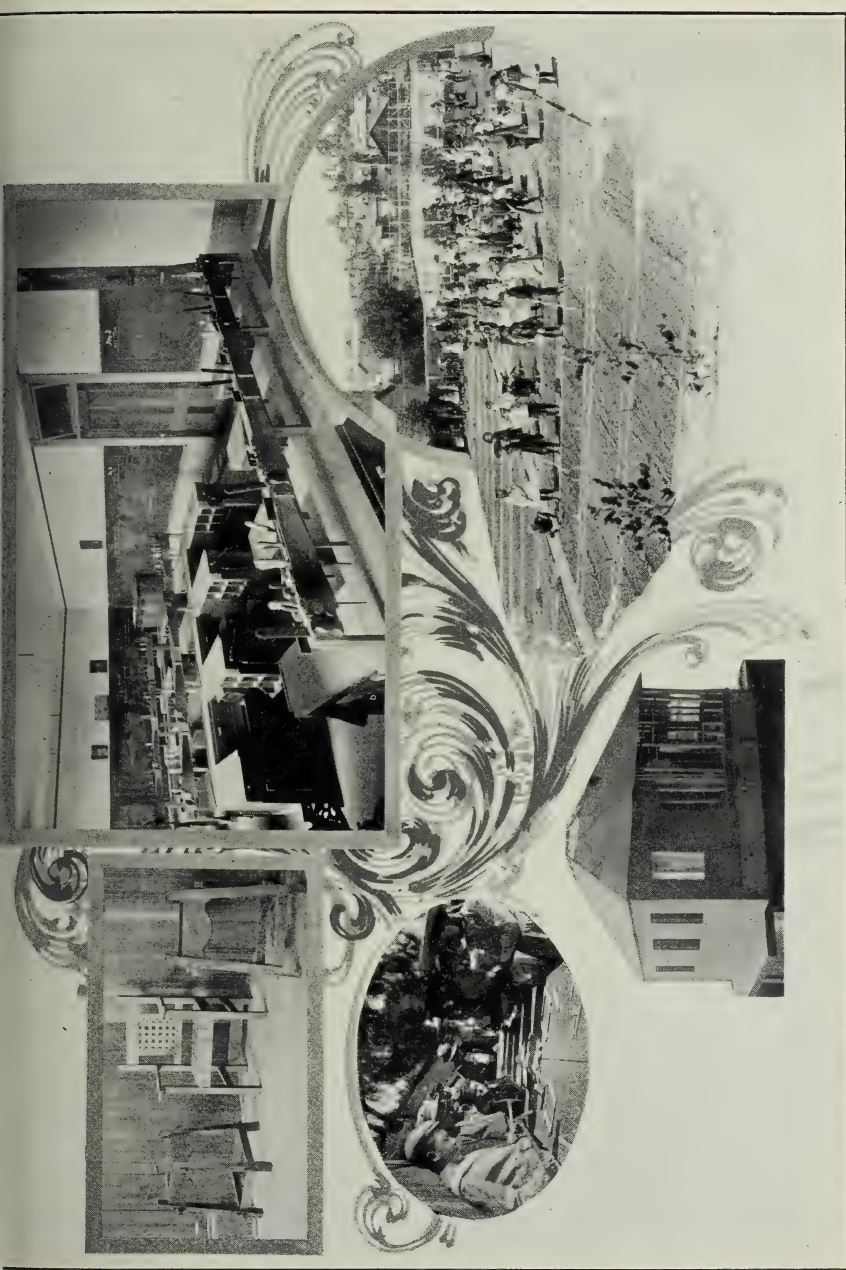
COURSE OF STUDY.

As indicated above, the course of study in the Training School is the outcome of much discussion and coöperation, and is subject to timely modification and revision. The inter-connections of subjects are emphasized, but no rigid schemes of correlation are countenanced. The primary consideration in the organization of the course of study is the adaptation of content to the needs and interests of children of the successive grades. The curriculum is rich and full, but the utmost care is taken through close connection in the content and treatment of subjects to avoid undue multiplication of studies and the consequent diffusion of interest. The following outline may suggest the scope and character of the work attempted in the eight grades:

First Year: Reading, phonics, writing, literature and history (in the



SPECIMENS OF MANUAL TRAINING WORK—TRAINING SCHOOL.



Pupils at Work with Knife and Hammer.

House being Built by 7th Grade Boys.

Manual Training Room, Training School.

Garden for Training School.

SPECIMENS OF MANUAL TRAINING—TRAINING SCHOOL.

form of stories), nature study (garden work largely), hand and art work (paper, clay, crayon, color, raffia, cord work, and weaving), music and calisthenics (plays and games more than set exercises).

Second Year: Reading, phonics, writing, spelling, literature and history (stories and poems), nature study, art and hand work, music, calisthenics.

Third Year: Reading, phonics, writing, spelling, literature and language (the latter through some oral reproduction and original written work with English forms taught inductively), biography and history (national heroes, and myths and legends), arithmetic, nature study (garden work, plants and animals, and elementary geographic ideas), hand work (slat work added to the forms already mentioned, which are continued and made progressively more difficult), art, music, and calisthenics.

Fourth Year: Reading, phonics, writing, spelling, literature and language, arithmetic, geography, and history (local and state geography and local history with simple study in civics), nature study, hand work (cardboard and basketry added), art, music, and gymnastics.

Fifth Year: Reading, phonics, spelling, writing, literature and language, arithmetic, geography (North and South America), history (readings in elementary American history and Greek and Roman hero stories), nature study (garden work concluded, bird study in the latter half), hand work (cardboard and wood), art, music, and gymnastics.

Sixth Year: Reading, phonics, spelling, writing, literature and language (composition fifteen minutes daily; some reproduction, largely original work), arithmetic, geography (Eurasia and Africa), history (readings from Roman, Mediæval, and English history), nature study (study of birds), hand work (wood), art, music, and gymnastics.

Seventh Year: Literature and language (formal grammar and composition), writing (individual instruction), spelling, United States history (to 1845), arithmetic, science (elementary physics, first term; chemistry, second term, with experiments), hand work (sewing for girls, wood work for boys), art, music, gymnastics.

Eighth Year: Literature and language, writing, spelling, United States history (concluded, current topics last part of the year), geometry, science (chemistry), hand work (wood work for boys, cooking for girls), art, music, and gymnastics.

CHILD STUDY CIRCLE.

In connection with the Training School there exists a Child Study Circle, consisting of parents of children attending the school and the teachers in the school. This circle is a branch of the *California Congress of Mothers' Clubs and Child Study Circles*. Meetings are held monthly during the school year. This organization promises to be a means of vitally unifying the interests of school and home.

CATALOG OF STUDENTS (1902-1903).

Fourth Year—Senior A.

Adams, Lottie	Long Beach	Henderson, Muriel.....	Los Angeles
Anderson, Victor.....	Los Angeles	Hendrie, Grace	Redlands
Baker, Abbie.....	South Pasadena	Hillis, Ola.....	Los Angeles
Bärmann, Natalie.....	Redlands	Hinckley, Meda	Redlands
Bartlett, Grace	Pomona	Hindorff, Leora.....	Fallbrook
Bathgate, Catherine.....	Villa Park	Hoechlin, Louise.....	Colegrove
Bercaw, Emma	Glendale	Howland, Stanley.....	Toluca
Bigelow, Eunice.....	Redlands	Jenkin, Winnie.....	Los Angeles
Bigelow, Maude.....	Los Angeles	Johnson, Rhoda.....	Los Angeles
Boothe, Gertrude	Colton	Kane, Renna.....	Los Angeles
Boteler, Virginia.....	Los Angeles	Kennedy, Delphina.....	Santa Ana
Brown, Arthur.....	Los Angeles	Kent, Grace.....	Los Angeles
Brown, Georgia.....	Tustin	Kerr, Margaret.....	Orange
Canfield, Marie.....	Pasadena	Knappe, Bessie.....	San Bernardino
Cartter, Augusta.....	Monrovia	Lashlee, Blanche.....	Los Angeles
Chandler, Flora.....	Tropico	Layne, Olive.....	Pomona
Cheney, Florence.....	Santa Ana	Lea, Ermal.....	Los Angeles
Clotfelter, Goda.....	Visalia	Leake, Norman.....	Lone Pine
Clute, Florence.....	Los Angeles	Lewis, Edith.....	Los Angeles
Cobler, Ethel.....	Los Angeles	Lindsay, Florence.....	Los Angeles
Collins, Mary.....	Los Angeles	McCormack, Blanche.....	Los Angeles
Cook, Gertrude.....	Sierra Madre	Mead, Ida.....	Los Angeles
Coughlin, Katherine.....	Soulsbyville	Moore, Harriet.....	Los Angeles
Coverley, Etta.....	Los Angeles	Morgan, Geoffrey.....	Los Angeles
Dempsey, Nellie.....	El Rio	Mosher, Eva.....	Pomona
Dickison, Ellen.....	Los Angeles	Mullen, Carrie.....	Los Angeles
Dodge, Laura.....	Los Angeles	Nelson, Daisy.....	San Luis Obispo
Douglas, Mary.....	Grass Valley	Newsom, Willis.....	Garden Grove
Doyle, Mary.....	Glendale	Noyes, Alice.....	Whittier
Drachman, Myra.....	Tucson, Arizona	Nutting, Jessie.....	Los Angeles
Elliott, Essie.....	Paso Robles	Parker, Mabel.....	Orange
Enright, Ellen.....	Los Angeles	Parker, Myrtle.....	Orange
Findley, Edna.....	Paso Robles	Pendleton, Ella.....	Downey
Fish, Hester.....	Santa Barbara	Perry, Evangeline.....	Los Angeles
Fleischner, Ethel.....	Pasadena	Pirtle, Eula.....	Long Beach
Frazier, Alice.....	Santa Ana	Prescott, Ruth.....	Santa Ana
Freeman, Mabel.....	Santa Ana	Rice, Nettie Belle.....	Camarillo
Gibbons, Hortense.....	Paso Robles	Rosenthal, Helen.....	Los Angeles
Gleason, Ethel.....	Los Angeles	Sackett, Zella.....	Hollywood
Goodrich, Hattie.....	Redlands	Saunders, Katherine.....	Los Angeles
Gould, Jessie.....	Los Angeles	Scherer, Clara.....	Los Angeles
Gregg, Blanche.....	Los Angeles	Schmitz, Stelle.....	Oxnard
Harley, Fannie.....	Naco, Arizona	Schweitzer, Charles.....	Los Angeles
Harrison, Alice.....	Los Angeles	Sherwin, Estelle.....	Escondido
Harwood, Grace.....	Los Angeles	Snyder, Dora.....	Anaheim

Fourth Year—Senior A—Continued.

Stayton, William.....	Los Angeles	Whims, Louie.....	Los Angeles
Stockman, Helen.....	South Pasadena	White, Jessie.....	Long Beach
Streeter, Lillian.....	Los Angeles	Wickersham, Jessie.....	Los Angeles
Sugg, Susie.....	Rivera	Widney, Marie.....	Los Angeles
Thaxter, Allegra.....	Florence	Willard, Mary.....	Camarillo
Travis, Elizabeth.....	Los Angeles	Williams, Kate.....	Downey
Umstead, Cordia.....	Hueneme	Wilson, Alice.....	Visalia
Walsh, Dela.....	Los Angeles	Wilson, Grace.....	Los Angeles
Welte, Constance.....	Del Mar	Work, Nellie.....	Morenci, Arizona
Whetsell, Agnes.....	Prospect Park	Zielley, Helen.....	Los Angeles
Total, including class graduating February 1st.....		110	

Fourth Year—Senior B.

Allen, Grace.....	Los Angeles	Hutt, James.....	Garden Grove
Ambrose, Wiley.....	Los Angeles	Johnson, Grace.....	Rosedale
Amsbury, Zella.....	Los Angeles	Johnston, Edith.....	Santa Ana
Armstrong, Mary.....	Los Angeles	Lawrence, Ida.....	Los Angeles
Ball, Effie.....	Woodville	Mack, Flora.....	Patton
Bowen, Josephine.....	Buena Park	Masterson, T. V.....	Los Angeles
Burch, Beatrice.....	Los Angeles	McClure, Zoe.....	Los Angeles
Burt, Ethel.....	Pasadena	McKechnie, Mildred.....	Arlington
Button, Ama.....	Tustin	Mills, Louise.....	Los Angeles
Clarke, Victoria.....	Los Angeles	Mills, Nita.....	Los Angeles
Cole, Helen.....	Los Angeles	Minthorn, Maud.....	Los Angeles
Collins, Daisy.....	Los Angeles	Ott, Mary.....	Santa Ana
Coulson, Mabel.....	Los Angeles	Payne, Alice.....	Chino
Crabb, Bertha.....	Pomona	Pritchett, Calla.....	Long Beach
Dawley, Etha.....	Long Beach	Riddell, Hardy.....	Burbank
Fryer, Maude.....	Spadra	Stafford, Floy.....	Los Angeles
Fuller, Ida.....	Hynes	Stahmer, Henrietta.....	Los Angeles
Gifford, Henrietta.....	Los Angeles	Stanton, Mamie.....	Los Angeles
Graves, Edith.....	Los Angeles	Thomas, Addie.....	Los Angeles
Hearing, Lena.....	Los Angeles	Thompson, Pearl.....	Los Angeles
Hodgkins, Josephine.....	Los Angeles	Widney, Josephine.....	Los Angeles
Hutchison, Irene.....	Los Angeles	Total, 43	

Number of students in Senior A Class..... 110

Number of students in Senior B Class..... 43

Total number of students in fourth year..... 153

Third Year—Middle A.

Archer, Ada.....	Covina	Cottle, Elsie.....	Los Angeles
Ayers, Etta.....	Somis	Culver, Ella.....	Duarte
Ball, Alice.....	Los Angeles	Davis, Mollie.....	Long Beach
Ball, Ivan.....	Woodville	Dawson, Laura.....	Los Angeles
Beebe, May.....	Corona	Day, Dorothy.....	Los Angeles
Bollinger, Lela.....	Tajauta	Dickey, Lena.....	Santa Ana
Bradley, Maud.....	San Bernardino	Dorsey, Bertha.....	Azusa
Brown, Edith.....	Long Beach	Earll, Millicent.....	Alhambra
Carner, Bert.....	Los Angeles	Ellis, Katherine.....	Los Angeles
Casey, May.....	Los Angeles	Errett, Mary.....	Dinuba

Third Year—Middle A—Continued.

Estudillo, Adelaide	Riverside	Nevius, Mary	Los Angeles
Foster, Alice	Los Angeles	Nolan, Helen	Los Angeles
Freeman, Clara	Downey	Norris, Idell	Los Angeles
Garwood, Lela	Fullerton	O'Connell, Ida	Los Angeles
Gilbert, Mabel	Los Angeles	Odale, Lillie	Lemoore
Gill, Ellice	Springville	Ornelas, Manuela	Whittier
Greenslade, Calla	Los Angeles	Ott, Gertrude	Redlands
Hahn, Maude	Los Angeles	Parker, Elnora	Anaheim
Hanson, Margaret	Los Angeles	Patterson, Pearl	Los Angeles
Hardie, Ethel	Los Angeles	Pentland, Bertha	Los Angeles
Harnett, Josephine	Los Angeles	Phillips, Maude	Highland
Harnett, Nora	Los Angeles	Phillis, Ethel	Los Angeles
Helvie, Carlene	Long Beach	Prince, Alice	Toluca
Hiatt, Ethel	Orange	Richards, Harriet	Redlands
Hill, Frances	Yorkville, Illinois	Robinson, Margaret	Los Angeles
Hossler, Hutoqua	Santa Ana	Ronan, Richard	Los Angeles
Hotzell, Margaret	Inglewood	Ruhland, Venie	Alhambra
Hurley, Mary	Los Angeles	Sams, May	Los Angeles
Hutchinson, Juliette	Los Angeles	Smith, Alice	Los Angeles
Jesson, Mabel	Ontario	Spinner, Mabel	Los Angeles
Johnson, Anna	Riverside	Stuart, Edith	Los Angeles
Johnson, John B.	Bass River, N. S.	Thompson, Alice	Los Angeles
Johnson, Mildred	Rosedale	Thompson, Gladys	Los Angeles
Johnson, Stella	Riverside	Totty, Hattie	Los Angeles
Killian, Mary	Los Angeles	Trefethen, Nettie	San Pedro
Kreier, Anna	Chino	Tunison, Arthur	Westminster
Lynch, Clara	Los Angeles	Wagner, Ella	Los Angeles
Mason, Myrtle	Chino	Wallace, Addie	Highland
Matlock, Moy	Los Angeles	Weber, Elizabeth	Los Angeles
McLaughlin, May	Santa Monica	Weed, Emma	Riverside
Mitchell, Annabelle	Los Angeles	Westcott, Frances	Los Angeles
Moore, Cora	Riverside	Worthington, Ethel	Los Angeles
Moore, Nellie	Long Beach	Wright, Lulu	Pasadena
Morris, Martha	Banning	Yarnell, Sadie	Los Angeles
Naismith, Florence	Los Angeles	Yoder, Elizabeth	South Pasadena
		Total, 90	

Third Year—Middle B.

Adams, Adelia	Los Angeles	Coy, Myrtle	Palmdale
Alexander, Bertha	Los Angeles	Dolland, Jessie	Norwalk
Baker, Nettie	South Pasadena	Graham, Estelle	Los Angeles
Barton, Daisy	Los Angeles	Hawley, Mary	Los Angeles
Baxter, Ella	Compton	Higgins, Lena	Long Beach
Boehncke, Franziska	Prospect Park	Horton, Olive	Riverside
Boggs, Genevra	Long Beach	Hughes, Lulu	Norwalk
Bote, Myrtle	Kernville	Hull, Reba	Los Angeles
Borthick, Freddie	Tropico	Hutchison, Irene	Los Angeles
Brown, Abbie	Los Angeles	Kels, Anna	Glendale
Cartwright, Nellie	Toluca	Kennedy, Mary	Santa Ana
Cessna, Genevra	Santa Ana	Knowlton, Lulu	Monrovia
Clarke, Leo	Los Angeles	Lewis, Zoe	Pasadena
Collins, Bertha	Los Angeles	Matlack, Idela	Los Angeles

Third Year—Middle B—Continued.

McCall, Emma	Los Angeles	Stafford, Floy	Los Angeles
McCormick, Lottie	Toluca	Stearns, Evelyn	Los Angeles
McDougall, Jennie	Los Angeles	Storrey, Estelle	Rivera
Moller, Grace	Los Angeles	Strang, Alice	Los Angeles
Moore, Maude	Goleta	Thompson, Mary	Los Angeles
Nelson, Alice	San Luis Obispo	Tiernan, Helen	Los Angeles
Nichols, Edna	Los Angeles	Tinkham, Grace	Laton
Parsons, Maude	Carpinteria	Wallace, Anna	Huntsville, Ohio
Patton, Marie	Pasadena	Wilson, May	Los Angeles
Pedely, Gertrude	Santa Ana	Wilson, Myrtle	Santa Ana
Reavis, Ola	Los Angeles	Yager, Jennie	Los Angeles
Reeve, Maria S.	Los Angeles	Yarnell, William	Los Angeles
Shrewsbury, Mary	Orange	Total, 53	

Number of students in Middle A Class 90

Number of students in Middle B Class 53

Total number of students in third year 143

Second Year—Middle C.

Adams, Carrie	Los Angeles	Kuehny, M. S.	Los Angeles
Ayres, Jennie	Eureka	Landt, Katherine	Los Angeles
Barr, Alice	Los Angeles	McGaugh, Mary	Rivera
Barton, Grace	Los Angeles	MacMullan, Bessie	Orange
Bathey, Allie	Los Angeles	Morgan, Edith	Los Angeles
Beck, Zella	Los Angeles	Morris, Emma	Los Angeles
Bedford, Mattie	Los Angeles	Park, Maud	Los Angeles
Beesmyer, Gilbert	Hollywood	Patterson, Maude	Florence
Boyer, Pearl	Toluca	Reavis, Ola	Los Angeles
Cartwright, Alice	Toluca	Robertson, Edith	Los Angeles
Clay, Bonnie	Los Angeles	Robinson, Annie	Kernville
Cobb, Octavia	Overton, Nevada	Rose, May	The Palms
Coulter, Della	Crockett	Safford, Helen	Los Angeles
Davis, Mary	San Bernardino	Scott, Mattie	Los Angeles
Dobbins, Ora	Los Angeles	Scott, Myrtle	San Bernardino
Dodson, Cora	Hynes	Shultz, Dora	Los Angeles
Duke, Edgar	Downey	Shultz, Maude	Los Angeles
Erbes, Lydia	Prospect Park	Standefer, Jessie	Los Angeles
Grubb, Emma	Los Angeles	Stose, Artye	Los Angeles
Hare, Sadie	Los Angeles	Sugg, Lela	Rivera
Harrier, Orva	Valley, Nebraska	Sullivan, Eveleen	San Bernardino
Howland, O'ville	Toluca	Timmons, Zorayda	Delano
James, Florence	Petaluma	Trefethen, Gratia	San Pedro
Kane, Zaida	Los Angeles	Troxell, Jennie	Los Angeles
Kellenberger, Rose	Buena Park	Tryon, Lulu	Los Angeles
Kenyon, Jessie	Fresno	Wade, Edna	Los Angeles
Ketcherside, Jennie	Yuma, Arizona	Wheeler, Lesse	Los Angeles
		Total, 54	

Second Year—Middle D.

Anderson, Leona	Los Angeles	Boyer, Rose	Toluca
Bear, Henrietta	Los Angeles	Bradley, Alma	Los Angeles
Blair, Lucy	Downey	Brobst, Hazel	Los Angeles

Second Year—Middle D—Continued.

Burns, Belle.....	Los Angeles	Montgomery, Helen.....	Hollywood
Cassels, Margaret.....	Los Angeles	Morrison, Lela.....	Los Angeles
Coates, Hazel.....	Pomona	Osburn, Winifred.....	Los Angeles
Cockrill, Jessie.....	Los Angeles	Pahl, Alice.....	Los Angeles
Creigh, Annie.....	Los Angeles	Paramino, Albina.....	Jackson
Culver, Emma.....	Duarte	Reynolds, Anna.....	Los Angeles
Davis, Emma.....	Los Angeles	Robertson, Emily.....	Los Angeles
Elder, Martha.....	Los Angeles	Sackett, Emily.....	Hollywood
Ervin, Edith.....	Los Angeles	Sessions, Romaine.....	Los Angeles
Ewing, Ariel.....	Los Angeles	Smith, Alma.....	Los Angeles
George, Bessie.....	Los Angeles	Smith, Elsie.....	Los Angeles
Grebe, Ella.....	Los Angeles	St. Merry, Edna.....	Lone Pine
Halsey, Bessie.....	Los Angeles	Westerfield, Agnes.....	Toluca
Krug, W. D.....	Los Angeles	White, Edith.....	Rivera
Marsh, Mabel.....	Los Angeles	White, May.....	Los Angeles
Martin, Marie.....	Los Angeles	Yager, Ursula.....	Ivanhoe
Michaelis, Hattie.....	Norwalk		
			Total, 39
Number of students in Middle C Class.....			54
Number of students in Middle D Class.....			39
Total number of students in second year.....			93

First Year—Junior A.

Blair, Minnie.....	Los Angeles	MacDermott, Ethel.....	Los Angeles
Brown, Nell.....	Los Angeles	McMurray, Vera.....	Los Angeles
Carrigan, Juanita.....	Los Angeles	Myers, Minnie.....	Los Angeles
Cramer, Melville.....	Los Angeles	Norton, Edgar.....	Los Angeles
Crowe, Gertrude.....	Los Angeles	Ortiz, Marguerite.....	Ivanhoe
Doyle, John R.....	Glendale	Patterson, Mary.....	Maquoketa, Iowa
Fellows, Ethel.....	Los Angeles	Sallee, Ward.....	Los Angeles
Fredrickson, Magdalene.....	Rivera	Scherrer, Alice.....	Los Angeles
Grubb, Lena.....	Los Angeles	Shanley, Katherine.....	Los Angeles
Haettell, Lois.....	Los Angeles	Shultz, Lucile.....	Los Angeles
Halsey, Louise.....	Los Angeles	Smith, Luella.....	Los Angeles
Harris, Ella.....	San Bernardino	Stevenson, Sarah.....	Los Angeles
Holditch, Anna.....	Los Angeles	Sutton, Emma.....	Armona
Hughes, Pearl.....	Penrose	Weber, Clara.....	Los Angeles
Lawler, Bernice.....	Los Angeles	Wilson, Lily.....	Los Angeles
			Total, 30

First Year—Junior B.

Berberick, Grace.....	Los Angeles	James, Ula.....	Los Angeles
Brayton, Edna.....	Los Angeles	Le Sage, Evangeline.....	Los Angeles
Bullock, Nina.....	Rivera	Martin, John G.....	Los Angeles
Dorfmeier, Irene.....	Los Angeles	Rich, Effie.....	Los Angeles
Goodrich, Fannie.....	Los Angeles	Thomas, Charlotte.....	Los Angeles
Grass, Bertha.....	Hollywood	Tuttle, Alma.....	Perris
Hanson, Ermine.....	Long Beach	Waters, Crystal.....	Los Angeles
Hoffman, Hannah.....	Los Angeles	Young, Vida.....	Los Angeles
			Total, 16
Number of students in Junior A Class.....			30
Number of students in Junior B Class.....			16
Total number of students in first year.....			46

Kindergarten Department—Senior Year.

Bullard, Esther	Los Angeles	Groves, Ema	Los Angeles
Dickinson, Elizabeth	Los Angeles	Haskins, Lorena	Los Angeles
Fitch, Florence	Los Angeles	Redman, Mae	Los Angeles
Gillan, Lelia	Los Angeles	Rice, Belva	Los Angeles

Total, 8

Kindergarten Department—Junior Year.

Bowlby, Violet	Astoria, Oregon	Peck, Addie	Riverside
Chase, Laura	Tropico	Raymer, Florine	Los Angeles
Dobbins, Elsie	Los Angeles	Stokes, Louise	Los Angeles
Humphrey, Alice	Pomona	Taylor, Annita	Los Angeles
Mitchell, Mary	Los Angeles	Torrey, Louise	Los Angeles
Patton, Beatrice	Los Angeles	Wagner, Lillian	Los Angeles

Total, 12

Number of students in Senior Class 8

Number of students in Junior Class 12

Total number of students in Kindergarten Department 20

Special Students.

Archer, Julia	Los Angeles	Lawton, Frances	Los Angeles
Borden, Mrs. Sheldon	Los Angeles	Lipe, Clara	Los Angeles
Bourne, Jennie	Los Angeles	Livingston, Mae	Los Angeles
Bumiller, Emma	Los Angeles	Maynard, Elizabeth	Los Angeles
Carhart, Augusta	Los Angeles	Mosgrove, Ellie	Los Angeles
Cocke, Amy	Los Angeles	Parcell, Zulema	Los Angeles
Curran, Pauline	Los Angeles	Powell, Bessie	Los Angeles
Dickey, Ethel	Pasadena	Springer, Jessie	Los Angeles
Darnell, Irene	Los Angeles	Stansbury, Minnie	Los Angeles
Dunn, Emma	Los Angeles	Stanton, Carrie	Los Angeles
Ferguson, Hattie	Los Angeles	Thom, Mrs. Catesby	Los Angeles
Fothergill, Martha	Los Angeles	Ward, Agnes	Los Angeles
Frazier, Lillian	Los Angeles	Whitcomb, Elizabeth	Los Angeles
Gibson, Elizabeth	Los Angeles	Wood, Minnie	Pasadena
Gibson, Elsie	Los Angeles	Workman, Mary	Los Angeles
James, Mary	Los Angeles		

Total, 31

Total number of students in regular Normal course 437

Total number of students in Kindergarten Training Department 20

Total number of special students 31

Total number of students in Normal School 488

Number of Pupils in Model and Training School.

Number of pupils in Eighth Grade	53
Number of pupils in Seventh Grade	50
Number of pupils in Sixth Grade	42
Number of pupils in Fifth Grade	41
Number of pupils in Fourth Grade	40
Number of pupils in Third Grade	40
Number of pupils in Second Grade	30
Number of pupils in First Grade	65
Number of pupils in Kindergarten	66

Total number of pupils in Model and Training School 427

Total number of students in Normal School 488

Total number of pupils in Model and Training School 427

Total number enrolled 915

GRADUATES.

(Since February, 1901.)

CLASS OF JUNE, 1901.

Abbott, Emilita
Alexander, Eva
Allen, Mary
Austermell, Bessie
Barnes, Daza
Boehncke, Frieda
Bollong, Stella
Borden, Ada
Bushnell, Helen
Brubaker, Charles
Chappelow, Amy
Christiansen, Freddie
Cocke, Mabel
Cocke, Nellie
Cottle, Lura
Cox, Mildred
Coy, Lottie
Cuff, Lillie
Dietrick, Edward
Dougherty, Ruth
Duckworth, Guy
Fallis, May
Farnsworth, Grace

Fine, Anna
Fitzhugh, Anna
Ganahl, Antoinette
Garey, Julia
Goodhart, Katherine
Green, Bonnie
Gregory, Lizzie
Griffith, Anna
Harlan, Browning
Houser, Lela
Hull, Lula
Jones, Adelaide
Kerr, Flora
Kirkpatrick, Eunice
Laws, Ovid
Lewis, Jessie
Lorbeer, Melvin
Matthewson, Helen
McAfee, Maude
Miller, Edith
Morton, Mabel
Neilson, Amy
Norton, Cecilia

Phillips, Edith
Rosa, Lena
Ruddy, Mabel
Schubert, Anna
Scott, Bertha
Shults, Clarence
Smith, Mabel
Soper, Edna
Spencer, Julia
Steinhart, Effie
Stephens, Madge
Steward, Alma
Troconiz, Carmelita
Van Deventer, Rose
Washburn, Ella
Weaver, Maude
Williams, Irene
Withers, Katherine
Woodin, Grace
Wright, Martha
Zuber, Augusta

Total, 67

Kindergarten Graduates, June, 1901.

Bailey, Florence
Carvell, Juliette
Darcy, Leah
Dobbins, Gabrielle
Dryden, Ada B.

Dunkelberger, Augusta
Gage, Mary
Harden, Isabel
Kirk, Alice
McCormack, Blanche

Parker, Cora
Ward, Katherine
White, Annie
Young, Lottie

Total, 14

CLASS OF JANUARY, 1902.

Baker, Sarah M.
Barry, Lottie
Burnett, May
Clapp, Mattie
Cocke, Ethel
Crum, Mabel
Daniels, Aimee
Davies, Grace
Dooner, Mabel
Emery, Lottie
Ford, Anna
Frink, Lillian
Gardner, Orra

Goodhue, Elsie
Greene, Grace
Gunning, Mabel
Henderson, Jessie
James, Myrtle
Johnson, Mabel
Lawless, Claude
McCallum, Helen
Mee, Inez
Monroe, Emily
Morris, Daisy
Murphey, Grace
Noble, Amy

Ogborn, Eva
Pann, Julia
Parker, Maude
Petray, May
Quinn, Edith
Satterlee, Louise
Sheldon, Harriet
Swerdfeger, Grace
Tullis, Eva
Whims, Minnie
Wolfe, Bernice

Total, 37

CLASS OF JUNE, 1902.

Adams, Madge
 Anderson, Jessie
 Ball, Cora
 Ball, Grace
 Barry, Carl
 Biffer, Mary
 Bossuet, Philana
 Brown, Kaloola
 Butler, J. Brunson
 Caldwell, Mattie
 Chandler, Moses
 Curry, Eltha
 Davis, Ethel
 Denton, Van I.
 Doan, Ethel
 Evans, Marie
 Freeman, Ethel

Gallup, Luke
 Graf, Louise
 Graham, Frances
 Groenendyke, Elizabeth
 Harrison, Grace
 Hecht, Alma
 Hickcox, Gail
 Hill, Merton
 Holway, Elsie
 Johnson, Gretchen
 Jones, Mary
 Kellogg, Leda F
 Kevane, Kate
 Lipe, Mary
 List, B. F.
 Lyon, Sarah
 Machado, Ylaria

Miller, Therese
 Moore, Stella
 Patrick, Catherine
 Pinney, Ellen
 Roberts, Anna W.
 Robinette, Mary
 Robinson, Lucy A.
 Rolph, Estelle M.
 Sayre, Annesley
 Schlegel, John
 Sutton, Evelyn
 Sylva, Isabel
 Van Winkle, Mae
 Welch, Laurine
 Whelan, Nellie
 Wright, Clara
 Yarnell, Mamie

Total,

Kindergarten Graduates, June, 1902.

Allen, Blanche
 Allen, Grace
 Amsbury, Cassie
 Babcock, Mary
 Bumiller, Emma

Dilworth, Florence
 Dimmick, Carrie
 Elmendorf, Mae
 Holywell, Florence
 Keach, Minta

Savage, Ada
 Washburn, Marion
 Wickersham, Jessie
 Workman, Mary

Total, 14

CLASS OF JANUARY, 1903.

Anderson, Victor
 Baker, Abbie
 Bartlett, Grace
 Bercaw, Emma
 Bigelow, Maude
 Boteler, Virginia
 Canfield, Marie
 Clotfelter, Goda
 Cobler, Ethel
 Couverley, Etta
 Enright, Ellen
 Findley, Edna
 Fish, Hester
 Fleischner, Ethel
 Gibbons, Hortense

Harley, Fannie
 Hendrie, Grace
 Hillis, Ola
 Jenkin, Winnie
 Kennedy, Delphina
 Kent, Grace
 Knappe, Bessie
 Lea, Ermal
 Leake, Norman
 Mosher, Eva
 Nelson, Daisy
 Parker, Mabel
 Parker, Myrtle
 Perry, Evangeline
 Prescott, Ruth

Rice, Daisy
 Rosenthal, Helen
 Scherer, Clara
 Schmitz, Stella
 Sherwin, Estelle
 Sugg, Susie
 Travis, Bessie
 Welte, Constance
 Whetsell, Agnes
 Whims, Louie
 White, Jessie
 Widney, Marie
 Willard, Mary
 Wilson, Alice
 Wilson, Grace

Total, 45

NUMBER OF GRADUATES SINCE ORGANIZATION.

1. Year ending June 30, 1884	22
2. Year ending June 30, 1885	35
3. Year ending June 30, 1886	43
4. Year ending June 30, 1887	48
5. Year ending June 30, 1888	35
6. Year ending June 30, 1889	57
7. Year ending June 30, 1890	49
8. Year ending June 30, 1891	72
9. Year ending June 30, 1892	78
10. Year ending June 30, 1893	93
11. Year ending June 30, 1894	76
12. Year ending June 30, 1895	84
13. Year ending June 30, 1896	65
14. Year ending June 30, 1897	55
15. Year ending June 30, 1898	88
16. Year ending June 30, 1899	107
17. Year ending June 30, 1900	114
18. Year ending June 30, 1901	128
19. Year ending June 30, 1902	102
20. Class of January, 1903	45
Post graduates	8
Total number of graduates	1404

THE ALUMNI.

As will be noted, there are over 1400 graduates of the school. Who can measure their influence for good on Southern California? All who are still living retain their interest in their alma mater. Most of them find it possible to visit their old school home occasionally, where they are always welcome. The Alumni Association holds its meeting each school year. Several hundred gathered together at the close of the twentieth year of the school and held a two days' session, closing with a banquet.

Following is the program for the occasion:

TWENTIETH ANNIVERSARY

LOS ANGELES STATE NORMAL SCHOOL

Assembly Hall, July 1-2, 1902

PROGRAM

TUESDAY, July 1, 2:00 P. M.

MUSIC—Cornet Solo - - - - - MISS LAURA COTTON
Mrs. Celia C. Heller, Accompanist

ADDRESS OF WELCOME - - - - -
DR. M. EVANGELINE JORDAN, President Alumni Association.

VOCAL SOLO - - - - - MR. JOSEPH P. DUPUY

ADDRESS—"The Ethics of the Profession" - - - - -
DR. CHARLES C. VAN LIEW, President State Normal School, Chico.

VOCAL SOLO - - - - - MISS LOUISE TORREY

ADDRESS—"The Normal School and Its Work" - - - - -
DR. EDWARD T. PIERCE, President State Normal School, Los Angeles.

WEDNESDAY, July 2, 9:30 A. M.

MUSIC—Vocal Solo - - - - - MISS MAUD RICHARDS
Mrs. D. H. Morrison, Accompanist

ADDRESS—"Care of Children's Teeth" - - - - -
DR. GARRETT NEWKIRK, Dean of Dental College, U. S. C.

VOCAL SOLO - - - - - MISS MAUD RICHARDS

ADDRESS—"The Enlargement of Life" - - - - -
DR. GEORGE A. GATES, President of Pomona College.

ADDRESS—"The Needs of Our Boarding Students and How They Are Met" - - - - -
MRS. ISABEL W. PIERCE, Preceptress State Normal School, Los Angeles.

BUSINESS MEETING - - - - -

WEDNESDAY, 6:30 P. M.

BANQUET IN GYMNASIUM :- DANCING

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Certificate of Good Character.

This is to Certify that M.....

is, to the best of my knowledge and belief, a person of good moral character.

.....

.....190...

Certificate of Good Health.

This is to Certify that I am personally and professionally acquainted with M....., and that, to the best of my knowledge and belief,he is free from any disease or infirmity that would unfit.....for the office of a teacher.

.....M. D.

.....190...

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Los Angeles

California.



Established in 1881.

**Catalog for the Year End-
ing June 30, 1904**

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CALENDAR FOR 1904-1905.

FIRST TERM.

Entrance examinations, admission on credentials, and examinations for advanced standing and to remove conditions,
Monday, September 5, 1904.

Term opens - - - - - Wednesday, September 8, 1904.

Term closes - - - - - Thursday, February 2, 1905.

Holiday vacation - December 16, 1904, to January 2, 1905, exclusive.

SECOND TERM.

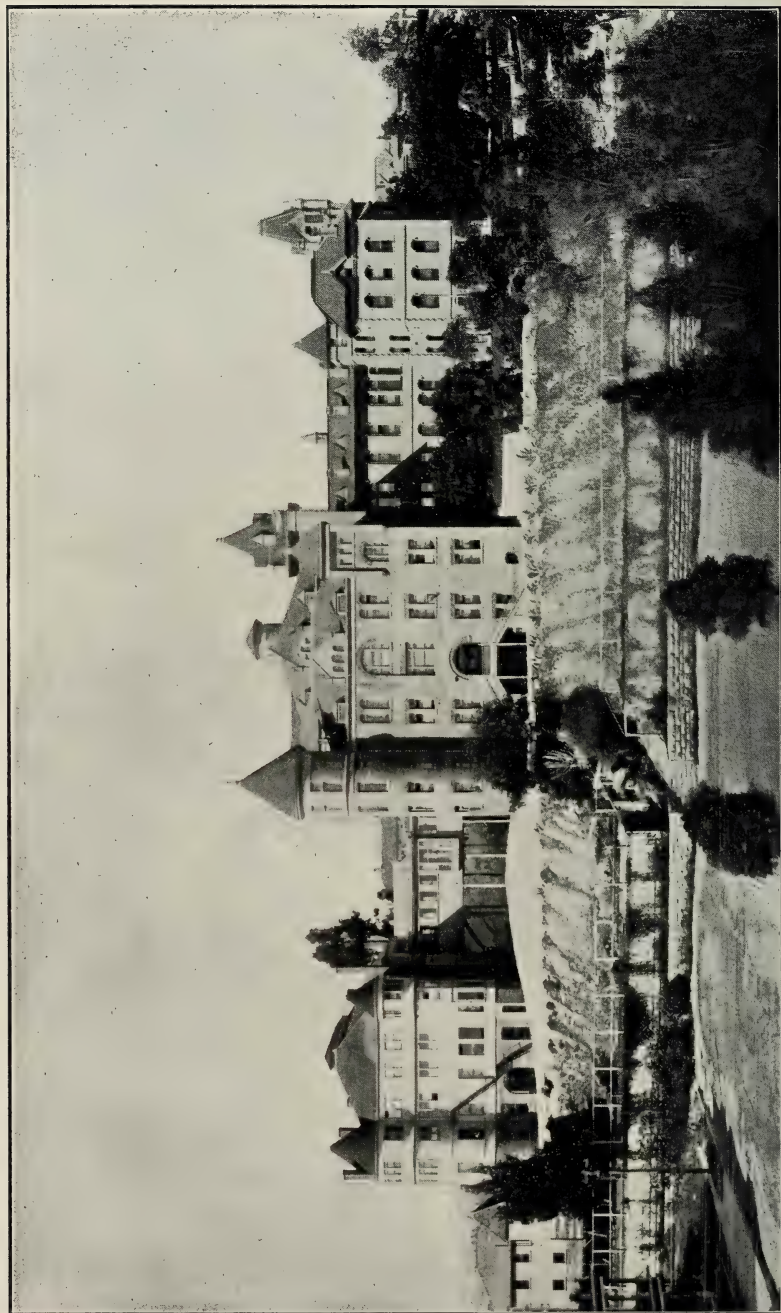
Entrance examinations and admission on credentials,
Monday, February 6, 1905.

Term opens - - - - - Tuesday, February 7, 1905.

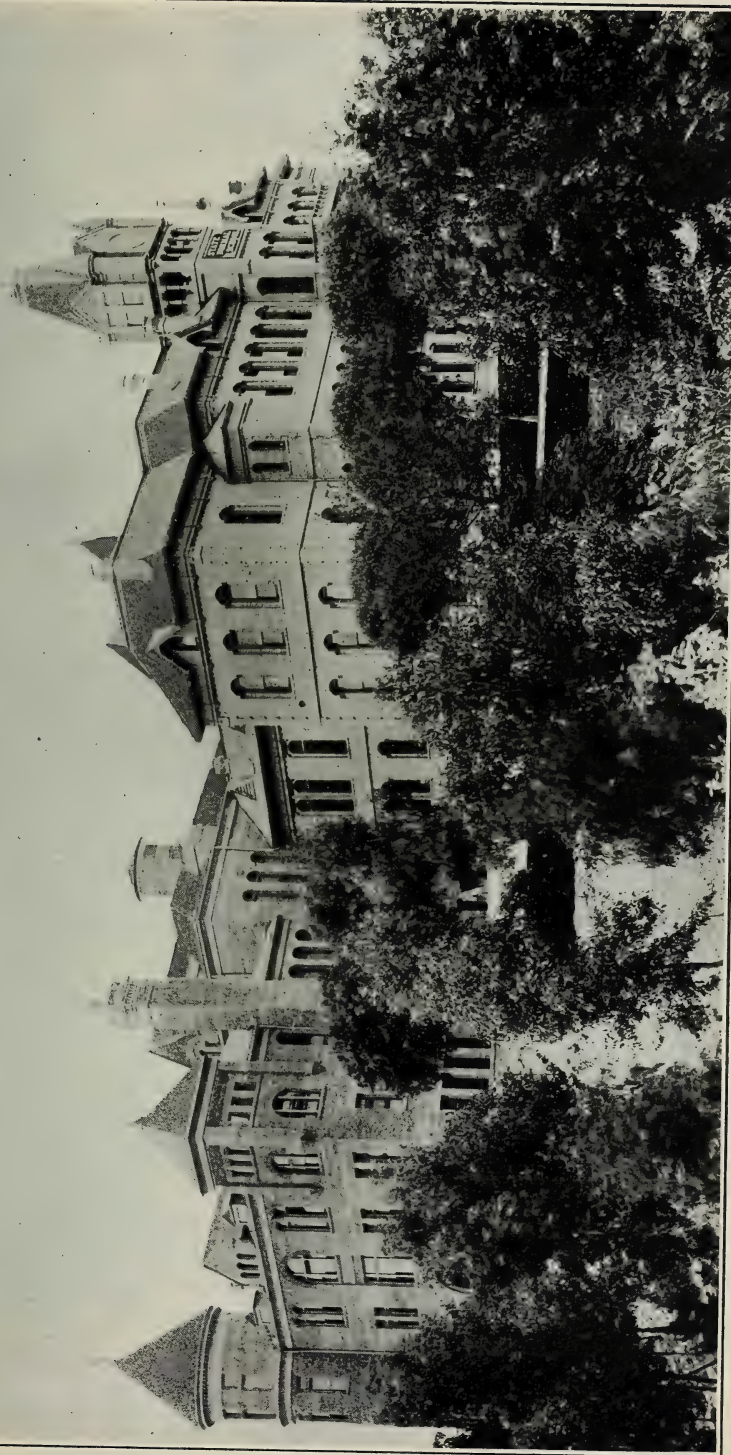
Mid-term vacation - - - - - April 14 to 24, exclusive.

Term closes - - - - - Wednesday, June 28, 1905.

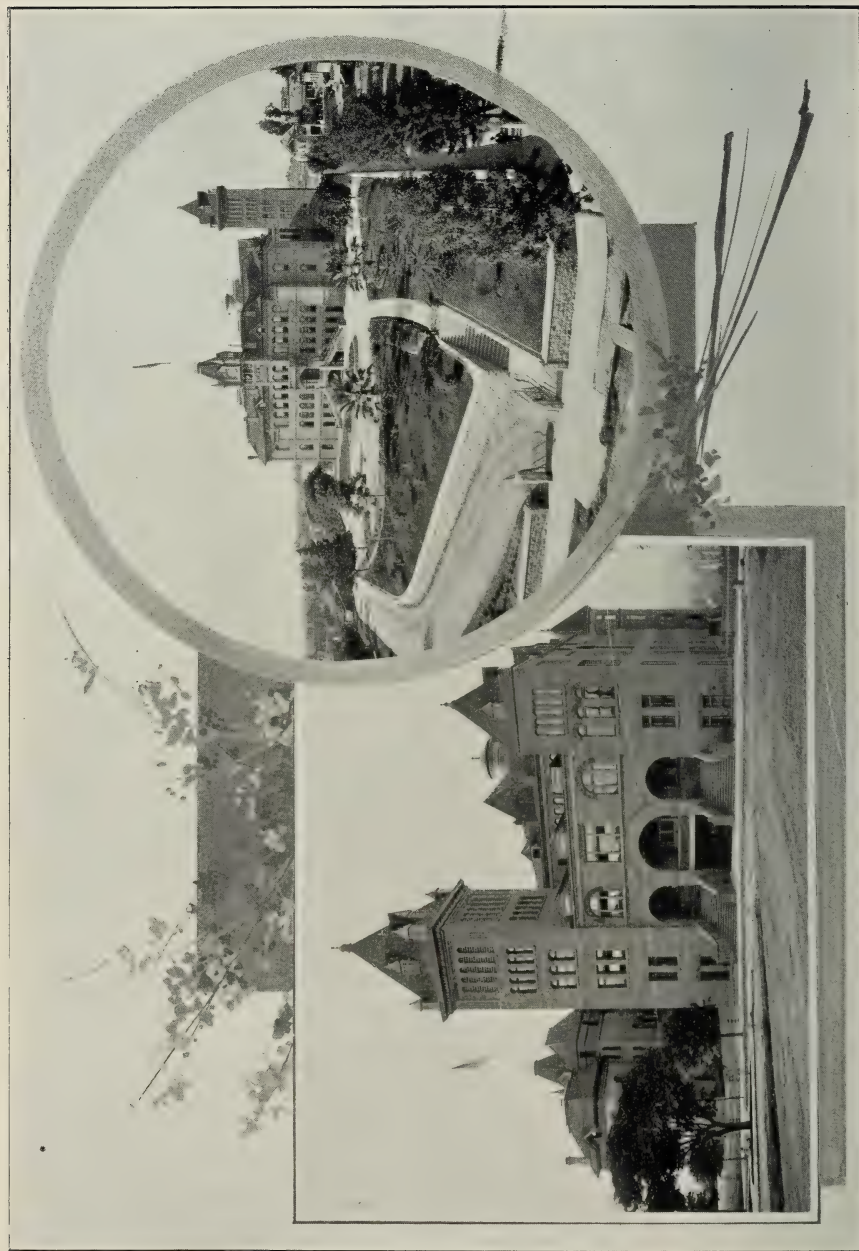
Commencement - - - - - Thursday, June 29, 1905.



STATE NORMAL SCHOOL, LOS ANGELES, CAL.
View of Buildings from the South.



STATE NORMAL SCHOOL, LOS ANGELES, CAL.
Southeast View.

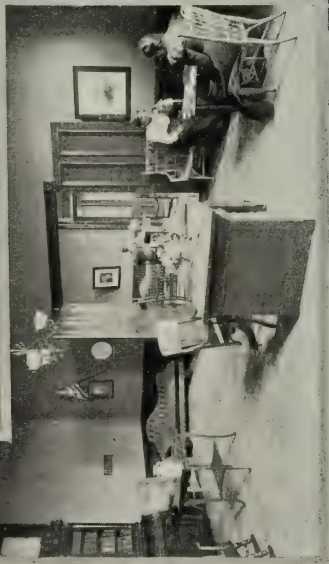


North Entrance.

East Entrance.



VIEWS OF LOS ANGELES CITY FROM NORMAL SCHOOL BUILDING.



OFFICES AND RECEPTION ROOMS.

BOARD OF TRUSTEES, 1904-1905.

GEORGE C. PARDEE,	-	-	-	-	-	-	-	Governor.
								Ex Officio.
THOMAS J. KIRK,	-	-	-	-	-	-	-	Superintendent Public Instruction.
								Ex Officio.
E. J. LOUIS,	-	-	-	-	-	-	-	San Diego.
CHARLES DWIGHT WILLARD,	-	-	-	-	-	-	-	Los Angeles.
JOHN WASSON,	-	-	-	-	-	-	-	Pomona.
J. P. GREELEY,	-	-	-	-	-	-	-	Santa Ana.
LOUIS S. THORPE, M.D.,	-	-	-	-	-	-	-	Los Angeles.

OFFICERS OF THE BOARD.

JOHN WASSON,	-	-	-	-	-	-	-	President.
CHARLES DWIGHT WILLARD,	-	-	-	-	-	-	-	Vice-President.
EDWARD T. PIERCE,	-	-	-	-	-	-	-	Secretary.

EXECUTIVE COMMITTEE.

JOHN WASSON,	CHARLES DWIGHT WILLARD,
LOUIS S. THORPE, M.D.	

FACULTY, 1903-1904.

NORMAL DEPARTMENT.

EDWARD T. PIERCE, LL.B., PD.D., PRESIDENT,
School Economy.

MELVILLE DOZIER, B.P., VICE-PRESIDENT,
Mathematics and Bookkeeping.

WILLARD S. SMALL, A.M., PH.D.,
Supervisor of Training School.

*ISABEL W. PIERCE, PRECEPTRESS,
English.

SARAH P. MONKS, A.M., CURATOR OF MUSEUM,
Zoology and Botany.

HARRIET E. DUNN, SECRETARY OF FACULTY,
History.

JOSEPHINE E. SEAMAN,
English.

MAY A. ENGLISH,
Chemistry and Arithmetic.

JAMES H. SHULTS, A.M., M.D.,
Physics and Physiology.

EVERETT SHEPARDSON, A.M.,
Psychology and Pedagogy.

ADA M. LAUGHLIN,
Drawing.

†JAMES F. CHAMBERLAIN,
Geography and Physics.

CHARLES M. MILLER,
Manual Training.

CHARLES DON VON NEUMAYER,
Reading.

SARAH J. JACOBS,
Director of Physical Training.

B. M. DAVIS, M.S.,
Biology and Nature Study.

‡KATE BROUSSEAU,
Psychology and Mathematics.

* Resigned September 10, 1903.

† Harriet A. Moore, substitute.

‡ T. H. Kirk, M.L., substitute during second term.

FACULTY OF NORMAL DEPARTMENT—Continued.

* MARY M. SMITH,
Drawing and Sloyd.

JENNIE HAGAN,
Music.

AGNES ELLIOTT,
History.

† MARY G. BARNUM, B.L.,
English.

ELLA G. WOOD, A.B.,
English.

JESSICA C. HAZARD,
Domestic Science and Domestic Art.

LUCY J. ANDERSON,
Domestic Science and Reading.

MARGARET O'DONOUGHUE,
Private Secretary to President.

ELIZABETH H. FARGO,
Librarian.

KINDERGARTEN TRAINING DEPARTMENT.

FLORENCE LAWSON, *Director.*

GAIL HARRISON, *Assistant.*

TRAINING SCHOOL.

Critic Teachers.

KATE F. OSGOOD, *City Principal.*

HELEN MACKENZIE.

‡ ALBERTINA SMITH.

CARRIE REEVES.

CLARA M. PRESTON.

ELIZABETH SULLIVAN.

EMPLOYEES.

EDWIN P. CARR, *Engineer and Carpenter.*

J. C. MAJOR AND WIFE, *Resident Janitors.*

THOMAS FARNHAM, *Gardener.*

O. H. MASTERS, *Janitor.*

* Resigned January 1, 1904.

† Resigned February 1, 1904 Marion Whipple, substitute during last term.

‡ M. Belle Stever, substitute three months.

FACULTY, 1904-1905.

NORMAL DEPARTMENT.

JESSE F. MILLSPAUGH, A.M., M.D., PRESIDENT,
School Economy and School Law.

MELVILLE DOZIER, B.P.,
Mathematics and Bookkeeping.

EVERETT SHEPARDSON, A.M.,
Psychology and Pedagogy.

Supervisor of Training School.

SARAH P. MONKS, A.M., CURATOR OF MUSEUM,
Zoölogy and Botany.

HARRIET E. DUNN, SECRETARY OF FACULTY,
History.

AGNES ELLIOTT,
History.

FRED ALLISON HOWE, LL.B., PH.D.,
Head of Department of English.

JOSEPHINE E. SEAMAN,
English.

ELLA G. WOOD, A.B.,
English.

MAY A. ENGLISH.
Chemistry and Mathematics.

JAMES F. CHAMBERLAIN, ED.B.,
Geography.

CHARLES DON VON NEUMAYER,
Reading.

ADA M. LAUGHLIN,
Drawing.

SARAH J. JACOBS,
Director of Physical Training.

FREDERICK H. BEALS,
Physics and Physiology.

LOYE HOLMES MILLER, M.S.,
Biology and Nature Study.

FACULTY OF NORMAL DEPARTMENT—Continued.

JESSIE B. ALLEN, PH.D.,
Psychology and Mathematics.

JENNIE HAGAN,
Music.

JESSICA C. HAZZARD,
Domestic Science and Domestic Art.

CHARLES M. MILLER,
Manual Training.

MARGARET O'DONOUGHUE,
Private Secretary.

ELIZABETH H. FARGO,
Librarian.

_____,
Assistant Librarian.

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GAIL HARRISON, *Assistant.*

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KATE F. OSGOOD, *City Principal.*

HELEN MACKENZIE.

CLARA M. PRESTON.

CARRIE REEVES.

ALBERTINA SMITH.

ELIZABETH SULLIVAN.

EMPLOYEES.

EDWIN P. CARR, *Supervisor of Buildings, and Engineer.*

J. C. MAJOR, WIFE AND SONS, *Resident Janitors.*

THOMAS FARNHAM, *Gardener.*

O. H. MASTERS, *Janitor.*

STANDING COMMITTEES.

The following Standing Committees will be appointed by the President-elect at the first meeting of the Faculty :

1. ENROLLMENT COMMITTEE:

President's Office.

2. CLASSIFICATION COMMITTEES:

(a) APPLICANTS FOR COURSE I.

Room G.

(b) APPLICANTS FOR COURSE II.

Room C.

(c) APPLICANTS FROM OTHER NORMAL SCHOOLS.

Room T.

(d) VISITING TEACHERS.

Office of Supervisor of Training School.

(e) SPECIAL STUDENTS IN DRAWING.

Room N.

(f) SPECIAL STUDENTS IN MUSIC.

Room S.

(g) SPECIAL STUDENTS IN MANUAL TRAINING AND DOMESTIC SCIENCE.

Sloyd Room.

(h) CLASSIFICATION OF STUDENTS ALREADY ENROLLED:
Present and last class-teacher.

3. CANDIDATES FOR GRADUATION.

Room Y.

4. STUDENTS' ENTERTAINMENTS.

Reception Room.

5. PUBLIC LECTURES AND ENTERTAINMENTS.

Reception Room.

6. LIBRARY.

7. CATALOG.

Class-teachers are assigned at the beginning of each term.

REPORT OF PRESIDENT OF BOARD OF TRUSTEES.

JOHN WASSON.

The State Normal School at Los Angeles has always ranked high, and its high rank will be maintained; in fact, will be made to rank higher as the years go by. All approved advance methods of educating young men and women to be successful teachers will be applied in this school. The health of the minds and bodies of its students will have constant attention.

During the school year just closing, the plumbing throughout the buildings has been inspected and such defects as were discovered, remedied; in places old work has been replaced by new with the most approved appliances. The gymnasium has been made much more comfortable. Recent improvements for the convenience and comfort of the faculty and students have been made in the halls and in several of the rooms. The biological and geographical departments have just been provided with additional and up-to-date apparatus.

The recreation grounds about the buildings are spacious and lately have been much improved and made more attractive. The site of the buildings is not surpassed by that of any public edifice in the State. Most of the city and a vast area of rich country are in full view from it. A generous variety of flowers, shrubs, and trees are grown upon it, with intervening stretches of lawn. The site is restful and charming.

As the catalog shows, there is much in the line of culture work done in this Normal School, and it will be the aim of the Trustees to provide such additional instruction as in their judgment (or is proven to be valuable by experience elsewhere) will better equip teachers for their high duties. They will be ever alert to encourage the utmost harmony and confidence among teachers, between teachers and students, and between President and Trustees. They regard as indispensable a cordial coöperation of all in authority.

Generally speaking, Los Angeles has come to be a great educational center. In addition to its many and varied permanent educational organizations, it is honored and benefited with frequent assemblages of men and women of high culture, having in view the promotion of educational, scientific, religious, and political objects. Students will surely be much benefited by such influences. The attention of young men is particularly called to this great State educational institution. It especially fits young men and women for lucrative and high professional work—work that is ever increasing, and for which the demand is con-

stantly growing larger. The tendency is to pay teachers higher salaries; the tendency is also to employ a larger percentage of male teachers.

The conditions in our Los Angeles Normal, as well as in this city, are unexcelled for personal comfort and health, and also for a high development of the mind.

When President Edward T. Pierce resigned last July, after a very successful administration of ten years, the Board of Trustees unanimously requested him to continue in his position until the close of the present term. This he consented to do. In the meanwhile, the Trustees have been seeking a man who is fitted to fill his place and continue to maintain the reputation of the school for progressive ideals and excellent work. After carefully considering a large list of candidates, Dr. Jesse F. Millspaugh, a successful Eastern Normal School man, has been elected President. He brings to the position a broad scholarship and a wide experience as an educator. He has already nominated several new members of the Faculty, all of whom have had graduate work in one or more of our leading universities. He will nominate others as demands require. With a Faculty of earnest and cultivated people, we feel assured that the school will continue to prepare enthusiastic and capable teachers for the public schools of the State.

The Trustees confidently invite the attention of the parents, as well as of the girls and boys who will soon be our directing and controlling men and women, to the advantages offered by the State Normal School at Los Angeles.

REPORT OF THE PRESIDENT OF THE FACULTY.

EDWARD T. PIERCE.

The State Normal School at Los Angeles has been established twenty-two years. This time may be divided properly into two periods representing different eras in the progress of the institution. During the first eleven years, the course of study covered but three years from the Grammar School. Most of the curriculum was devoted to academic instruction, because this was most needed by the teachers of that time. The school was poorly equipped and the Training School or Practice Department was small; however, because of the need for better educated teachers, the school steadily grew in favor and its graduates were in active demand throughout Southern California.

In 1893, the Legislature granted an appropriation of \$75,000 for the purpose of enlarging the buildings and adding to the equipment. In

the meantime, new demands had been made upon the Normal Schools of the country, both in the way of broader scholarship and of technical training. These demands were met in the Los Angeles State Normal School by lengthening the course of study to four years for ninth-grade students, adding much more professional work and increasing the amount of practice work required before graduation, which latter was made possible by reorganizing the Training School so as to include eight grades instead of four and giving it the use of fifteen rooms, to which were added nine rooms in 1902, making twenty-four in all.

Our enlarged facilities also enabled us to provide new laboratories for physics, chemistry, biology, psychology, and geography, and to equip them fully.

A thoroughly trained man was engaged to take charge of the work in psychology and pedagogy and to direct the work in the Training School. Manual training was introduced and a full equipment provided for carrying on the work in both the Normal and the Practice departments. Much more attention than formerly was given to art; rooms were fitted up especially for carrying on the work, and a special teacher was placed in charge of it.

The time also seemed ripe for the State to take up the training of kindergarten teachers and thus raise the standard of preparation for those who assumed to do this important work. The first department of the kind under State auspices was established in connection with the Normal School at Los Angeles. Every encouragement has been given to make it a success, and the Joint Board of Normal School Trustees, at its last meeting, voted to continue the department as the only one in connection with any of the State institutions.

Two years ago the Normal curriculum was modified to include a course in domestic science and domestic art as a necessary training for teachers, a demand that is growing throughout the country. This was one of the first Normal Schools to meet such a demand, and a large and well-equipped cooking laboratory was provided for this purpose, in which classes of forty students each can do individual work under competent teachers. In connection with this department, a lunch-room has been maintained, in which students obtain warm lunches at a moderate cost.

Little attention had been given, during the early history of the school, to the æsthetic side of education, other phases deemed more important occupying the time and attention of those in charge. During the past ten years, however, many of the rooms have been decorated with works of art. The assembly room has more than one thousand dollars' worth of statues and pictures presented to the school by the graduating classes. Among them are life-size statues of Minerva and Diana and a colossal statue of the Niké or Winged Victory over nine feet in height, besides several other casts. Among the framed works of art are large Braun photographs of the Parthenon, the Venus de Milo and the Sistine

Madonna, each worth one hundred dollars, framed. There is also a reproduction of the mural painting of the Canterbury Pilgrimage by Robert Van Vorst Sewell. This photograph is fifteen feet long and, together with the frame, is worth one hundred and fifty dollars. The last gift to the school was a framed photograph of the Shaw Memorial Tablet, valued at eighty dollars. Besides the above, are excellent engravings of Shakespeare, Washington, Lincoln, the Signing of the Declaration of Independence, and the Signing of the Emancipation Proclamation. The library has several excellent engravings and nearly every room in the building appeals in some sense to the love of the beautiful. This has been considered a necessary part of an all-round education which is now demanded more fully than formerly. The class just graduating has presented the school with a life membership in the Archæological Institute of America, at a cost of one hundred dollars.

A commodious, well-lighted, fully-furnished, and beautifully-decorated library room now provides accommodations so ample that one hundred students at a time may study or do research work without crowding. The library contains above 12,000 volumes, besides a large number of valuable pamphlets.

A school garden has been properly laid out, in which the primary classes of the Training School grow and cultivate plants and do much of their nature study. A separate garden has been provided for the kindergarten children, in which each child has his own space for work. The children of this department also have an outdoor gymnasium constructed on an original plan, which allows for the proper and systematic exercise of the little ones under the direction of their teachers.

During the past decade the school has also added many other new phases of work in order to keep pace with the ever-increasing demands of modern elementary education. The teachers who now go out from the school are no longer limited in their teaching to the old purely formal and scholastic curriculum, but have knowledge and power along many lines that arouse interest in children and develop them symmetrically.

The character of the student body has also been changing during the past few years. Whereas, during the first half of the life of the institution, students were necessarily drawn almost entirely from the grammar schools, there has entered since then an ever-increasing number of high school and college graduates. For the past eight years, a special course has been maintained for these students, during which time also they have become the preponderating element in the attendance. At the opening of the next term, September 8, 1904, the school will reach the point long anticipated and will restrict its entering students entirely to high school graduates or those having an equivalent education. Thus the school has developed through the process of evolution into a strictly technical and professional institution fully equipped for the

important work that it has to do in the future educational progress of this favored region. To quote in brief from the monograph of Dr. C. C. Van Liew, on the "California System of Training Elementary Teachers," prepared for the Department of Education, Louisiana Purchase Exposition: "The policy of the present administration has been to maintain thoroughly trained and effective leadership in each department, to incorporate into the life of the school as a whole all those phases of modern education which unquestionably reflect the spirit of the times, to maintain high standards of entrance, scholarship, and graduation."

The influence of the Normal School at Los Angeles on the public school system of Southern California during the past twenty years can not be estimated. At least ninety-eight per cent of its graduates have taught. Many of them are still teaching. They have always maintained high ideals and done thorough work. They have been leading spirits in nearly all sections of Southern California and have always stood high in the estimation of the people. Many of them have risen to prominent positions in the State.

It is with a feeling of gratification that the writer looks back on his connection with this school and the one at Chico and on the resulting influence it has been his fortune to exert on the growing generation through the twelve hundred, or more, teachers whose diplomas he has signed. He has a profound sense of gratitude to God that he has been permitted to work for over thirty years in the public and normal schools of this and other states. As he retires from active service in the educational field, he wishes to express his sincere thanks to the large number of students who have sat under his teaching for their confidence and friendship, to the many teachers who have worked so cheerfully and faithfully side by side with him, and to the boards of trustees who have so universally assisted and supported him in his efforts to improve our system of public school education. He carries with him into the future a deep and abiding interest in the continued welfare of the State Normal at Los Angeles and a hope that all its friends will heartily support his successor in his efforts to advance its interests.

GENERAL INFORMATION.

Advice to Those Who Wish to Enter the School.

1. Ask yourself if you have an earnest desire to become a well-prepared teacher, and if you possess the ability, mentally and physically, to do the hard work required. Determine whether you will abide by every regulation, and will earnestly strive to build up such a character as should distinguish the worthy model for children that every teacher should be.

2. Bring with you a statement of good moral character, signed by two of the School Trustees or other resident citizens of your district. This reference must be presented before the applicant is registered as a student. (See forms on page 71 of catalog.)

3. Be prepared to present to committees on admission university recommendations or such other certificates of scholarship or experience as conditions of admission require.

4. Text or reference books which you may have will be useful here, and should be brought with you.

Discipline.

The aim of the administration is to lead students to be self-governing. An effort is made to create a feeling of responsibility and lofty purpose, such as should characterize normal school students.

Class Teachers.

The government of the school is largely maintained and the detail work of management carried forward by means of the class-teacher system. The students are divided into section groups, numbering in each from twenty to thirty. A special teacher has charge of each group. Several important offices fall to the duty of class teachers. They advise students in regard to their course and make out the individual programs. They have direct charge of the students through the term and keep themselves informed as to the work of each. They receive reports of attendance, tardiness, and temporary absence, and hold students responsible for a lack of performance of duty. They meet all students in their section at least once each week to receive reports and give general advice and directions.

Students in trouble or in need of advice go first to their class teacher, who assists them when consistent with the regulations of the school. In this way the difficulties often attendant on the education of large

bodies of students are mostly avoided, as each one receives attention from some special teacher as often as it is needed, whether in case of discipline, sickness, or furtherance of school work.

Expenses.

The expenses are as light as they are at any school on this coast. Tuition is free. Books cost on an average about \$5 per term. Instruments and material for work in the different sciences will cost from \$8 to \$15 during the two years. One dollar and fifty cents will be charged for the material used in the Domestic Science Department; fifty cents per year will be charged for material in Sloyd work. One dollar must be paid on entrance as a library fee, to cover wear and tear. This will be the only fee of the kind for the entire course. Board in private families costs from \$3.50 to \$5 per week. Rooms may be had by students if they wish to board themselves. The cost of living may then be reduced to \$2.50 per week. Many of the students also find it possible to work for a part, or the whole, of their board. When this is done it is advisable for the student not to attempt to take the entire work of any class, but to take a year longer and thus avoid overtasking himself.

Boarders and Boarding.

Students who have not already secured boarding places or rooms should come to the city a day or two before the opening of the school. The secretary of the Faculty, who will be in attendance at the building, will have a list of desirable homes for students to which she can direct them. They are expected to select places approved by the Faculty.

Social Life.

There are the societies customary in schools in this class—Christian Associations, Glee Clubs, Tennis Clubs, Athletic Clubs, etc.—for the promotion of the literary, Christian, and social life, and the amusement of students. Everything consistent with the main purpose of the school is done by the Faculty to make the social life of students as pleasant and varied as possible.

Graduation.

To graduate, one must be at least eighteen years old; must have been not less than one year in the school; must have passed creditably in all the studies of the prescribed course; and must have shown, by actual and continued teaching in the Training School, ability and fitness for governing and teaching.

Legal Status of Graduates from the State Normal Schools of California.

School Law of California:—Section 1503. (1) The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the course of study and training prescribed, diplomas of graduation, either from the normal department or the kindergarten department, or both.

(2) Such diploma from the normal department shall entitle the holder thereof to a certificate corresponding in grade to the grade of the diploma from any County, or City and County, Board of Education in the State. One from the kindergarten department shall entitle the holder to a certificate to teach any kindergarten class of any primary school in the State.

The first certificate referred to is the elementary certificate entitling the holder to teach in any primary or grammar school in California.

The Relation of the State Normal Schools to the State University and Stanford Junior University.

Arrangements have been consummated by which graduates of the State Normal Schools who previously have had a high school training and who are specially recommended by the Normal School faculties, may enter either of the above universities with a credit of thirty units, and thus be entitled to complete their college course in three years. This plan is worthy the consideration of strong young men and women who expect to become teachers. It is generally admitted by school authorities that the normal school course and the university course supplement each other and that those who have had both are best equipped for teaching in any position. Under the present arrangements, young men and women of ability are enabled to complete both courses in five years instead of six as heretofore.

CONDITIONS OF ADMISSION.

For admission to either of the following courses, the applicant must be sixteen years of age and strong, mentally, morally, and physically.

Character.

Every one admitted to the school must present a certificate of good moral character, signed by the County or City Superintendent of Schools, or by two School Trustees, or by any two reputable and permanent residents of the district from which such pupil comes.

Forms for above certificates will be found on page 71 of catalog.

Health.

According to a regulation of the Board of Trustees, each applicant must present evidence of being strong physically and free from chronic defects that would prevent successful work in the school or would militate against his or her fitness as a teacher of children. The Faculty are therefore authorized, when they deem it necessary, to require of any student a physician's certificate of health and freedom from physical defect. This may be made out by the family physician of any student according to the *form on page 71 of the catalog*, or the examination may be made by the President, who is a regular physician.

Students must present certificates of vaccination, or be vaccinated as soon as possible after entering.

Time of Entrance.

Applicants should be at the school at 9 A. M. on the days indicated, viz.: Monday, September 5, 1904, and Monday, February 6, 1905.

Those entering on past examinations, credentials, or previous membership in the school should also be at the school on the above dates and report to the President.

Application for Admission.

Applicants for admission are required to make and sign the following declaration:

I hereby declare that my purpose in entering the school is to fit myself for teaching, and that I intend to teach in the public schools of California.

All entering the school are also required to sign the following blank:

I have carefully read the rules and regulations of the State Normal School, and hereby enroll myself as a student in the institution with a full understanding of them, and promise to the best of my ability to conform thereto in all respects so long as I shall be connected with the institution.

(Signed) _____,
of _____, County of _____.

_____, 19—.

Parents and guardians will be required to sign the following:

For myself as _____ of the student whose name is signed above, I also accept on my part the conditions specified, and upon my part agree to withdraw _____ from the school upon receiving notice from the President that the Faculty request the same.

(Signed) _____.

Deposit.

A deposit of five dollars is made with the President, to be refunded on leaving, if all library books have been returned, and if there are no charges for injury to reference books, building, or furniture. This deposit will be required without fail before the student is enrolled.

Scholarship.

The following classes of students will be admitted to the school:

A. Fully Accredited Students.

1. Graduates of accredited high schools who present full recommendations to the State University—*i. e.*, 14 credits, as follows:

(a) Required:	CREDITS.
English—A. Oral and Written Expression.	
English—I. Grammar, Rhetoric, Literature, Myths, etc.....	2
Algebra—3. Through Quadratics....	1
Geometry—4. Plane.....	1
U. S. History—5.....	1
General History—10.....	1
	<hr/> 6

(b) Any two credits from the following:

English—14. Advanced English.....	2	} 2
French—15a. Two years.....	2	
German—15b. “ “.....	2	
Greek—8. “ “.....	2	

(c) Either:

Physics—11.....	1	} 1
Chemistry—12b.....	1	

(d) Any five credits from the following, not counted above :

Solid Geometry—12a	1	} 5
Chemistry—12b	1	
Botany—12c	1	
Zoölogy—12d	1	
Mediæval and Modern History—13....	1	
Latin (Elementary)—6. Two years..	2	
Latin (Advanced)—7 ... “ “ ..	2	
Greek—8..... “ “ ..	2	
Greek—9..... One “ ..	1	
French—15a	Two “ ..	
German—15b..... “ “ ..	2	}
Spanish—15c..... “ “ ..	2	
Total	14	

2. Those holding teachers' certificates of the grammar grade, who have had a successful experience in teaching of not less than three years, may be admitted to the regular courses or they may be admitted to a special course covering not less than two years, depending on the branches in which they have been examined as indicated in their certificates.

3. Those showing that they have completed the equivalent of work required under (1), either (a) by examination, or (b) by presenting acceptable credentials from private secondary or Eastern high schools.

B. *Advanced Standing and Irregular Students.* The following students will be admitted and assigned to such part of the course selected and to such preparatory work as, after consideration, may be determined by the Faculty:

1. Graduates of accredited high schools who do not have the desired number of credits.

2. Graduates of non-accredited high schools.

3. Graduates and undergraduates of colleges will be received and assigned to either of the above courses, or to such part of course (not less than one year) as their credentials or examinations warrant.

In every case students will be required to make up conditions imposed because (a) of a lack of the required number of credits; (b) of inability to show on trial, either by examination or in class, knowledge of subject-matter sufficient to pursue the course intelligently.

NOTE.—The first two years of the old course termed “The Preliminary Course” will not continue to be maintained. *No applicants from the Ninth Grade will be admitted in the future.*

COURSES OF STUDY.

Admission based on University Entrance Requirements.

COURSE I.

This course of study leads to a diploma on which a teacher's Grammar Grade certificate will be granted by county boards.

JUNIOR YEAR.

FIRST TERM.

1. Composition	3*
2. Biology	5
3. History	4
4. Reading and Spelling†....	5
5. Drawing and Manual Training	4
6. Music	2
7. Physical Training	3

Total, 26 units.

SECOND TERM.

1. Psychology	6
2. Literature	3
3. Geography	4
4. Arithmetic	5
5. Drawing and Manual Training	4
6. Music	2
7. Physical Training	2

Total, 26 units.

SENIOR YEAR.

FIRST TERM.

1. Teaching in Training School.....	5
2. Child Study and Pedagogy.....	5
3. Grammar	3
4. Nature Study.....	3
5. Drawing	2
6. Domestic Science.....	3
7. Music.....	2
8. Physical Training	2

Total, 25 units.

SECOND TERM.

1. Teaching in Training School.....	10
2. School Law and School Economy	2
3. History of Education	3
4. Special Method in Common School Subjects in connection with discussion of the work in Training School	10

Total, 25 units.

* The numbers indicate the recitations or exercises per week for the full term.

† Spelling may be passed by examination unless written work shows deficiency.

EXPLANATION OF THE COURSE AND THE METHODS PURSUED.

The course covers two years, and is designed to prepare students for their profession by supplementing their knowledge and by giving them effective training in the essentials of teaching. Students entering this course have spent twelve or more years in school, much of the time studying the subjects they will be required to teach in the public school. This alone is sufficient reason for emphasizing the professional rather than the culture or disciplinary aim of the normal school. The content of the course, methods of presentation, library and laboratory equipment are all determined by this aim. In so far as opportunity is provided in this course for culture and discipline, the provision is made either because such enrichment of life is essential to the teacher's preparation or because students generally are found to be lacking in some subjects that now have to be taught in most of the public schools of the State.

The work of the first year has been arranged with the guiding principle of giving general preparation for teaching. Reviews of subjects are taken up when necessary to strengthen students in a knowledge of subject-matter; subjects that may be new to students, such as music, manual training, and physical culture, are given attention; the pedagogy of subjects is treated as exhaustively as the preparation of students permits.

The work of the second year carries forward the ideas emphasized in the first year with special supervision of Training School practice and discussion of the application of principles in handling various subjects. The work of the first year may be termed General Pedagogy; the work of the second year, Special Pedagogy.

PROFESSIONAL WORK.

EDWARD T. PIERCE.

WILLARD S. SMALL. EVERETT SHEPARDSON

KATE BROUSSEAU.

The center of the distinctively professional training is experience in teaching. Subsidiary to this is the study of educational principles, psychological, sociological, and historical. Instruction is given in psychology, child study, general pedagogy, school hygiene, school management, school law, history of education, and special methods. Psychology is studied in the second term of the first year. It is preceded, in the first term, by a course in general biology in which special emphasis is placed upon the development and the functions of the nervous system. The object is to familiarize students with certain ground common to physiology and psychology as preparation for effective study of psychology. Psychology is followed, in the first term of the second

year, by child study and general pedagogy, complementary courses, carried on simultaneously with the first work of teaching. In the last term systematic instruction is given in school management and school law, history of education, and special methods. Attention is given to school hygiene in connection with psychology, pedagogy, and school management. Certain aspects of this subject are treated in a series of special conferences with the graduating class.

Students work in the training school throughout the last year; one hour a day of observation and teaching the first term; two hours a day the second term.

Following is a summary of the work in each of the professional subjects.

Psychology. First year, second term, six periods a week.

Since successful pursuit of this course requires a knowledge of the nervous and muscular systems of man, students are admitted to it only after completing courses in physiology and biology. The method of presentation is experimental, but not ultra-inductive. It combines laboratory investigation with lectures, reference readings, and discussions. The time is so divided that double periods alternate with single periods. Commonly the double period is used for laboratory work, in which some elementary phase of the topic in hand is analyzed experimentally. This is followed, in the next single period, by lecture, quiz, summary of results by students or teacher, or by a combination of these forms of recitation. The library contains most of the standard psychologies, reference books, and journals in English. These are systematically referred to for such description and interpretation as may go beyond what the students may do for themselves. In this way accepted results that have been wrought out by the masters are approached with added zest and interest. Throughout, emphasis rests on those phases of psychology most closely related to school work. Special stress is laid upon their physiological conditions and hygienic implications.

During the year 1903-04 Witmer's *Analytical Psychology* has been used as laboratory guide. Parts of Chapters IV, VI, and VII were omitted. A few topics were added: Simple and complex reactions, emotion, suggestion, habit and will.

The aim is to enable the students to become independent and thoughtful in the analysis of mental operations; to typify the method of modern experimental procedure in certain psychological lines; to interest the students in psychological subject-matter; to give them habits of psychological analysis so that they will be more ready and able to infer psychological processes in others, especially in children, from the expressions of such processes; to give them first-hand knowledge as an apperceptive basis for the interpretation of lectures or articles on psychological topics. The hope obtains that the student may receive some of the real culture value of the study of psychology, not the least important element of

which is the preparation for studying mental processes in themselves, their associates, and their pupils so as to utilize the results of such study in their profession.

Child Study and Pedagogy. Second year, first term, five periods a week.

These complementary subjects follow psychology. They are presented at the time when the students are doing their first teaching, in order that both these subjects and the teaching may be vitalized by the connection. Students now have opportunity and motive for fruitful observation of children. Pedagogical theories and methods may be studied and judged according to their harmony with the child mind and its growth, and according to their immediate practicability.

(a) *Child Study.* The work of this course during the past year has been based upon Kirkpatrick's *Fundamentals of Child Study*. Study of the text has been supplemented by systematic observation of children in the Training School and by individual study of special topics.

It is hoped that students will come to see the formative period of life both as a continuous development and as a succession of stages, and to recognize some of the practical implications of this view. Endeavor is made to build up, in their minds, clear ideas of the child of different ages from kindergarten to high school; to acquaint them with certain established facts and principles of mental and physical growth; to help them recognize types and individual differences among children; to teach them to notice, interpret, and deal properly with defects; above all, to cultivate in them genuine sympathy with children, unperturbed by mawkishness or affectation.

(b) *Pedagogy.* In the first part of this course attention is given to some general educational principles; the meaning and aim of education, relation of the school to other social institutions, value of studies. The main part of the course, however, has to do with practical school questions. The psychology of teaching and learning is studied in detail. Teaching processes and methods are analyzed. The dependence of method upon subject-matter and stage of mental development is clearly shown. Discipline is discussed thoroughly. The present teaching experience of the students and their observations of children are utilized constantly. McMurry's *Elements of General Method* and *Method of the Recitation* have been used in 1903-04 as basis for the course. White's *Art of Teaching*, Hinsdale's *Art of Study*, and Fitch's *Lecture on Teaching* are used largely for reference.

History of Education. Second year, second term, three periods a week.

Study of the history of education is significant for teachers in that it furnishes background for the interpretation of present conditions, gives pictures of historic successes and failures that may serve as spurs or as

restraints, inspires by its ideals, and enlarges at once the personal and the professional horizon. Under this last may be specified the realization of the historic dependence of educational theories and institutions upon social, economic, and religious conditions; and *vice versa* the causal influence of education upon these other factors in civilization.

The plan of presentation includes lectures by the instructor, readings from the sources by the instructor and students, and intensive study by each student of some special topic. During the first month a topic is assigned to every student to be reported upon later in the form of lecture or selected readings. The instructor supplements these reports by lectures which give the necessary settings and make the appropriate connections. This plan gives the student opportunity to do intensive work on one subject and to present the results of such study in an interested and interesting way; and at the same time, by careful selection of topics, it insures a consecutive presentation of the salient points of modern educational history.

School Economy and School Law.

School economy and school law are considered during the last term. In the former as much practical assistance and direction as possible are given. It is important that graduates know how to organize, conduct, and govern a school. While there is much that they must learn from experience, and can learn in this way only, they should be masters of the situation from the beginning as fully as are young graduates from other professional schools in regard to their special work. They must know "what to do, when to do it, and how to do it."

Tompkin's *School Management* is read and discussed. This is made the basis for a number of lectures which include somewhat detailed directions for the management of a country district school. Following are some of the topics considered: "How to Secure a School"; "Work Preliminary to the Opening of School"; "Temporary Organization"; "Permanent Organization and Classification of Pupils"; "The Program"; "School Government and Its Purpose." Under the last head are considered such topics as: "The Parties Interested in a School, and Their Relations to One Another"; "The Teacher as a Legislator, and His Duties as Such"; "The Teacher as a Judge, and His Qualifications as Such"; "The Teacher as an Executive—His Power and Purpose as Such"; "Judicious and Injudicious Punishments"; "School Tactics"; "The Teacher as a Man or Woman, as a Citizen, and as a Leader."

ENGLISH.

JOSEPHINE E. SEAMAN.

MARY G. BARNUM.

ELLA G. WOOD.

The two lines of English work—language and literature—are carried on throughout the course, and so correlated that each may supplement and reinforce the other. Much emphasis is placed on practical knowledge of the fundamental principles of grammar and composition; on clear thought and pointed expression; on some appreciation of the best literature and a genuine enthusiasm for good reading. The course aims also to secure on the part of the student-teacher sympathy with child-nature, insight into its needs and the means of satisfying them, resourcefulness, and power of initiative.

A brief topical summary of matters found strictly essential to composition has been prepared by the English teachers in conference, and has been placed in the hands of all students. The gain resulting shows clearly the helpfulness of a simple and explicit standard of requirements constantly insisted upon. Waste and misdirection of energy in the English work of the Normal School are guarded against by close co-ordination with that of the Training School.

The facilities for English study are already good and are improving year by year. The library is supplied with reference books on language, literature, and methods, and with an excellent assortment of works in general literature. In many cases sets of duplicates afford copies enough to supply entire classes in both the Normal and the Training School. Several hundred prints and photographs furnish illustrative material for mythology and general literature.

The time given to this subject is three periods per week for each term.

FIRST YEAR, FIRST TERM.

Literature.

(1) *The Myth and Race Epic*. Palmer's translation of the *Odyssey*; *Mabie's Norse Stories*; *The Rhinegold*; *Siegfried*. These are read and made the theme of class discussion and occasional papers. Points especially emphasized are the life, character, ideals, modes of thought of the earlier peoples, as revealed in their respective myths and hero stories.

(2) *The Novel*. *The Mill on the Floss*, or *the House of Seven Gables*. One of these novels is read and discussed with reference to plot, characters, setting, central idea, view of life set forth. The purpose is to awaken intelligent and sympathetic appreciation of the story as a picture of human life, rather than to make a critical study of technique.

(3) *Expository and Argumentative Prose*. Selections from Lincoln. These are studied with special reference to the organization of the thought. The work is preparatory to the more severe logical study of the following term.

Language.

Composition: Narration and Description. The principles of narration and description are considered in connection with illustrative types found abundantly in the literature. Much practice writing is done, in which directness and accuracy are required, spirit and vividness sought. A careful adjustment of the course to actually observed needs of high school graduates in dealing with practical language problems has resulted in stress on two phases: the selection of material, the correction of papers. Much effort is required in helping the future leaders of children away from bookish abstractions and literaryisms, in encouraging them to open eyes and ears and sympathies to the wealth of material close at hand in nature and life, notably in child-life. Likewise, training in the criticism and correction of papers must be extensive to insure any degree of skill in really helping young writers, in encouraging fresh, sincere expression however naive, in distinguishing serious errors, in eliminating them by sensible and insistent drill.

FIRST YEAR, SECOND TERM.

Literature.

(1) *Prose.* Selections from the following writers: Emerson, Ruskin, Carlyle, Burke. These works are studied intensively with the aim of leading the student to grasp the writer's thought, not in bits, but as a whole. Emphasis is placed, therefore, on logical structure. The specific methods are more fully indicated under the head of Language.

(2) *Poetry.* Comparative study of nature poems from Lowell, Shelley, and others; selected poems from Emerson; The Commemoration Ode; Sohrab and Rustum; Idylls of the King.

The aim is to lead the student to such an appreciation of the musical, emotional, and imaginative power of poetry as shall become a vitalizing force in his teaching of this highest form of literature. In accordance with this aim, the study of technique is entirely subordinated to that of the emotional and imaginative content of the poem.

Language.

Composition: Exposition. The principles of exposition (or better, explanation) are made familiar by searching logical interpretation of types in the literature studied. Composition comprises practice in outlining, abstracting, and summarizing, also in presenting brief oral and written expositions of practical topics.

This logical training is indispensably professional. The ability to organize material, to perceive logical relations, to get at the gist of a matter, is fundamental in a teacher's work, from arranging a course of study to assigning a single lesson according to real units and structural divisions, from getting the heart out of reference material to planning

recitations which shall have beginning, leading up to the subject apperceptively; middle, cogently presenting the principal points in proper sequence; and end, summarizing, clinching.

SECOND YEAR, FIRST TERM.

Grammar.

Review of the subject with emphasis on the organizing principles of thought and expression that are applicable implicitly in all language work, as well as explicitly in the teaching of grammar in the seventh and eighth grades. The course is intended particularly to develop in some degree judgment in discerning essentials, courage in ignoring non-essentials, and ability to handle the subject for real ends: clearness of thought, ease and acumen in interpretation, strength and accuracy of expression. Traditional and formal methods are avoided as out of keeping alike with the distinctively logical spirit and development of English, and with the practical needs of children. The work comprises: topical study of the structural parts of a sentence, logical and formal; reports from standard logics and grammars, resultant familiarity with Whitney, Carpenter, and Kittredge; much analysis of continuous prose; much practice in the correct use of important and difficult forms; special attention to methods of teaching and suitable use of texts.

SECOND YEAR, SECOND TERM.

Language. One hour a week.

About the method work in grammar and composition several lines of effort and investigation center. Class instruction and discussion include: application of general principles to special problems; reports of actual difficulties or successes, of ways that have proved stimulating or futile; presentation of plans for criticism and suggestion; test of student-teachers' ability to deal constructively with the efforts of pupils, to correct errors and suggest remedies.

In connection, departmental work is carried on in all the grades in the interest of unity and systematic progress; visiting, observation of oral work; scrutiny of written work in all grades and subjects; conference with teachers of both Normal and Training departments, with the purpose of finding ways a bit more simple and close to life in which the children of the schools may be led. A tentative schedule has thus been worked out and placed in operation throughout the grades. It limits the amount attempted to forms of actual importance in daily expression; it suggests in what grade such essentials may best be taken up, one at a time, progressively; especially it provides for continuous practice in all subsequent grades, until right use shall become habitual; it reflects the unanimous conviction that details are not worth mentioning anywhere that are not worth mastering. This schedule and other plans for con-

certed action are explained in the method class to the student-teachers of all grades and subjects—an opportunity invaluable in such a subject as formal English, which should be taught mainly by correlation.

In the end the outgoing teachers have come to realize their responsibilities and to face real problems. They have come to realize that the conditions for expression must be natural, that material must be drawn from sources intimately familiar, that it should be expressed with interest and freedom. They realize that the duty of the teacher's high calling is the abjuration of special devices and texts; the determination to arrange language work that is really for the children and by the children, hence to find out, in every case, what the children actually need, and what interests and powers can be actively enlisted and fixed into useful habits of expression.

Literature.

Two hours per week are given throughout the last term to the discussion of literature for the common schools. The work follows two distinct though interwoven lines. The first division embraces class study of groups of material arranged to conform to the predominating characteristics of child-nature at differing stages of development, as well as of the principles of selection underlying each grouping. The second division is concerned with the solution of practical problems of method as they arise in the daily work of the student-teachers in the Training School.

The first division deals directly with the following topics:

1. The inherent nature of literature and the secret of its appeal, as shown by Shelley, Stedman, Pater, Tolstoi, Maebie, Warner, Lang, and others.

2. Brief résumé of the facts of child-nature to determine principles which should govern the selection of material. Reference is here made to Sully, Adler, Harrison, Blow, Froebel, and others.

3. The aims and purpose of literary study in elementary schools, shown in the works of Hiram Corson, Horace Scudder, and others.

4. Study of typical groups of material in light of child-nature, for underlying spirit and distinctive characteristics:

(a) Folk-lore, nature-myth, fairy-tale, folk-story.

(b) Culture-lore, fable, allegory, proverb, hero-story, modern story of child-life, poetry.

An important phase of the work at this point is a discussion of various adaptations. Reference is made to Hawthorne, Kingsley, Chapin, Ragozin, Adler, Baldwin, and others.

5. Educational value of poetry in the grades:

(a) Study of the poetic impulse in children, referring to Bolton, G. Stanley Hall, Froebel, Herbart, and others.

(b) Examination of collections of verse for children.

6. A brief survey of the course in literature for the Training School, in which are emphasized two lines of thought:

(a) The story, idealistic and realistic.

(b) Poetic conceptions of nature and expressions of reverence and aspiration.

The effort is to note by what means these lines may most effectively and economically be presented in each year of school, and at what stages of the child's development one or another should be especially emphasized.

The second division of this course deals with method more specifically. Here are presented for class discussion the problems encountered and the results obtained by the student-teachers in their literature work in the Training School. As a result, the class is enabled to work as a unit in the selection of material and in discussion of means and methods of presentation.

It thus becomes the aim, finally, to leave with each Senior, not only a carefully selected list of material for literary study in the schools, but also, what is more fruitful, the reasons for each choice as regards both content and form. Most important of all is it that the student-teacher as he passes from the course be keenly alive to the problem of literature in the schools, and reasonably sure of his ground when face to face with its difficulties.

SPEECH AND ORAL READING.

CHARLES DON VON NEUMAYER.

The aim of the course in reading is twofold: to help the student to an appreciation of good literature, and to develop ability to express thought through a correct use of the voice. The character of the work tends to overcome incorrect habits of enunciation and articulation, to develop a fair quality of voice, and to establish a natural manner in speaking and reading. The purpose is to avoid two opposite faults: one, that of relying on mere technical training; the other, that of relying for right expression upon mere sympathy with the ideas of an author.

In the teaching of reading, analysis and technique go hand in hand. In the brief time given to the subject, the first half of the term is devoted to correcting the most common faulty habits of speech: poor articulation and poor quality, through study and practice of the elements of speech; lack of vocal power, through the management of the breath. In the last half of the term the main purpose is to train the student to appreciate the best literature, and to read it with proper expression.

During the last year, when the student is gaining his teaching experience in the Training School, one period a week is devoted to the methods to be used in the different grades. The greatest stress is laid on the following points: the practical work in oral expression best

suited to the child; how that material may be so presented that its influence will be felt in the subjects of literature, history, geography, etc.; how the child may be taught to read with ease and pleasure.

The aim of the work is to fit the student to assist the natural growth of the child in oral expression. This development can be gained through systematic training and correct example in the school-room.

In order that the student may meet the requirements of public school teaching he necessarily must have a theory of the subject so practical that he can apply it in his Training School work; this theory is adapted to the different grades.

In general, the work involves the development of the natural properties of the child's speaking voice: pitch, intensity, quality. This development is best gained by the use of simple exercises and of reading material the thought of which demands special effort on the part of the child. Moreover, since much may be gained in vivacity and freedom of expression by recognizing the natural dramatic instinct of children, the students are shown that they must actively enlist this instinct in the teaching of oral reading.

The value of this work in the student's last year can not be overestimated, as it is of the most practical nature, associating what has been taught with the power of teaching.

The text-books used are: Metcalf and De Garmo, *Drill Book in Dictionary Work*; Mark Bailey, *The Essentials of Reading*; John Hullah, *The Speaking Voice*.

HISTORY.

HARRIET E. DUNN. AGNES ELLIOTT.

Besides the distinctively pedagogical work pursued in the last year of the course, one term is devoted to a review of those phases of European and American history having the most direct bearing on the work of the grades. The object here is not so much to present facts as to lead the student to consider the subject from the teacher's standpoint.

Topics: Characteristic life and work of the Greeks and Romans; the extent and influence of their civilization.

The Teutonic conquests of southern Europe and of England; the Dark Ages; the growth of free institutions among the Anglo-Saxons.

The Crusades, the Revival of Learning, and the Renaissance, with special reference to the development of commerce and the discovery and exploration of new lands.

The Reformation and the Puritan Revolt; the colonization of America; the character and institutions of the colonists.

Causes and results of the Revolution as shown in the public documents and the literature of the time; the dangers of the period following the Revolution; establishment of the United States Government; early

economic conditions; the Industrial Revolution in England and the United States; commercial independence through the war of 1812; effects of geographical features and of climate on the life of the people of different sections; territorial expansion; increase and distribution of population; development of the West; struggle over the extension of slavery; political, social, and industrial changes brought about by the Civil War; prevailing conditions and important questions of to-day.

Throughout this course careful attention is given to the selection of historical readings and illustrative material adapted to primary and grammar grades. School texts, supplementary readers, collections of "sources," biographies, extracts from the larger histories dealing in an interesting way with definite periods, pictures, maps, poems, stories, and standard historical novels are examined as to interest of subject-matter and suitability for school-room work.

Students are encouraged to make collections of material suitable for use in primary and grammar grades, such as newspaper clippings, magazine articles, and pictures. They are required to keep in the history note-book: (1) careful record of (*a*) this illustrative material with a view to actual teaching in the grades, and (*b*) their own library research and reading from larger histories and "source material"; (2) outlines and summaries of the most important topics studied. Former students have found well-kept note-books of this character very useful in making selections for the historical department of school libraries.

In all classes, subject-matter and method are determined largely by the fact that the students are preparing to teach; throughout the course, the demands of public school work are kept before them.

In the last term, these pedagogical aims are brought together and definitely presented in the course in history method. Here the best authorities on the pedagogy and the methods of history are discussed in connection with examples of work done in the Training School. The course in history and history reading pursued there is outlined and explained. The pedagogical value of the work is shown, its adaptation to training for citizenship, and its correlation with other subjects. The conditions under which it is carried on are compared with those existing in the district and graded schools. In these ways, and in such others as opportunity offers, effort is made to render the student-teacher self-reliant and resourceful.

The following outline of the history course in the Training School indicates the purpose and scope of the method work in history.

In the lowest primary grades much of the history work centers around national heroes and holidays. In addition, Hiawatha and the story of Docas, the California Indian boy, are read. The interest thus awakened in Indian life and manners is vivified by correlation with such manual occupations as weaving and basket-making.

History, geography, and reading are closely allied in the fourth and

fifth years. At the time the geography of the State is being studied, many of the reading lessons are taken from California history. Chief among these are: discoveries on the Pacific Coast; founding of the missions; picturesque life of early California; some of the more important events of later times. Vivid and picturesque accounts of important characters and events in United States history are read from elementary histories and supplementary readers. The child's imagination is awakened and his interest quickened by intimate acquaintance with great men and great events in the history of his country. The historical interest thus established furnishes the only secure and rational basis for the systematic study of American history in the later grades.

In the sixth year attention is directed to the history of other lands and peoples. Greek and Roman hero stories are read, interest in individuals leading to interest in the life, manners, and customs of the peoples. The courses in history and drawing here co-operate. Copies of masterpieces of classic art are brought into the recitation and discussed in connection with reading lessons relating to the art, architecture, and artists of the Greeks and Romans. The children thus have an opportunity to appreciate and enjoy something of the best of the art of the ancients. Following this is a study of the Teutonic people—their advance in civilization during the Middle Ages, and the development of their national life. Stories of chivalry and the Crusades are read in this connection. Some study is made of the Reformation, and of the Renaissance with especial reference to the discovery of America. This year's work closes with stories from English history, special attention being given to the events most closely connected with the history of America.

The seventh and eighth years are given to systematic study of United States history. Information gained through reading in the lower grades is now helpful in showing the connection between the history of our country and conditions and events in Europe. Much attention is paid to the life of the people, the growth of industries, and their influence on the development of the nation.

Throughout the entire course the connection between history and literature is close and vital. Poems, essays, and orations illustrative of historical events and stimulative to patriotic interest are read carefully. In a brief topical course in current events practical questions of the day are discussed. Such phases of civil government are studied as are helpful in preparing pupils for citizenship and enlightened devotion to country.

DEPARTMENT OF BIOLOGY.

B. M. DAVIS. SARAH P. MONKS.

The work in this department includes various studies of animal and plant life selected with special reference to their value to prospective teachers. For them a general perspective of life and living processes, some training in scientific method of study, and a knowledge of the elements of physiology and of the common forms of animal and plant life are considered more practical than an intensive and detailed study of any one branch of biology.

The laboratories are well equipped and arranged to carry out the work undertaken. In addition to the usual equipment of a well-appointed laboratory, consisting of microscopes, dissecting instruments, models, reagents, microtome, projecting apparatus, etc., there is a fairly complete series of slides, in sets of thirty-six, illustrating the most important points of minute structure of plants and animals; also a museum containing good collections of botanical, zoölogical, paleontological, and geological specimens. Working collections of typical local plants and animals selected with special reference to their life-histories and adaptations are being prepared.

The library is well supplied with the best reference books on all phases of the subject. Many of the standard works are duplicated with from two to fifteen copies.

The general aims of the course may be stated as follows:

- (a) Employment of scientific methods of observation and expression.
- (b) Contribution to general culture of students by giving them an outline of subject-matter which shall form a basis for further study of nature. The following aspects receive attention: the form and structure of living organisms; their physiology and ecology; their development and relationship; their economic relations to man.
- (c) Practical foundation for intelligent direction of nature studies in the grades.

One term each of general biology and nature study is given.

General Biology.

Students admitted to this course have had elementary physiology, and one year's work in either physics or chemistry (usually both). In accordance with the general aims already stated, it is intended to give the student as broad a view of the subject as possible. The principles common to all forms of life, especially fundamental physiological processes, factors of evolution, introduction to embryology, etc., are emphasized. Nearly one half of the course is devoted to a comparative study of the nervous system. The general properties of irritability are illustrated by some of the lower forms of animal life, such as the *Amoeba*,

Hydra, anemone. After this, some type having a simple but complete nervous system (*e. g.*, an ascidian) is studied. The structure of the nervous system is introduced by a careful study of the neurone as the unit and the grouping of such units into a system. The plan of the vertebrate brain is made plain by dissection of a fish brain. This is followed by a working out of the main facts in the embryology of the central nervous system, using the chick for illustration. The brain of the rabbit is dissected and the principal points are studied. Homologies of parts of the rabbit brain are demonstrated in the human brain from preserved specimens and models. The remainder of the time is devoted to a study of the sense organs, the eye and ear receiving particular attention.

This part of the course in biology is intended to outline the essential physiological facts preparatory to the study of psychology.

Nature Study.

This course includes presentation of the pedagogical, or child-study, basis for the subject, review of the great facts of animal and plant life which must be kept in mind in teaching, and a discussion of the course in actual operation in the Training School.

In the Training School, nature study runs through the first six years, making the child familiar with most of the common animals and plants found in this locality. Gardens, so subdivided that each child has an individual garden (3 by 5 feet), and a full equipment of all kinds of garden tools are provided.

Practicability is aimed at throughout. A complete study of the school environment is undertaken. The practical character of the work may be seen from the subjoined partial list of subject-matter: making, stocking, and caring for marine and fresh-water aquaria; life-histories and care for such animals as toads and salamanders; life-histories of common insects, particularly the harmful ones, which are studied alive in vivaria and the stages of which are arranged and mounted; preparation of bird-lists and collection of data as to their feeding and nesting habits, etc.; preparation and care of small gardens where flowers and vegetables are grown; field excursions to points of interest about Los Angeles; reviews of the most important literature on nature study; topics and methods for physiology in the grades.

GEOGRAPHY.

JAMES F. CHAMBERLAIN.

The student entering the Normal School has some knowledge of geography in each of its phases. This knowledge, however, is usually so fragmentary that it does not enable him to see the subject as a unity. He has no grasp of the underlying principles of the subject and no conception of applied geography.

The special purpose of this course is to give the student an understanding of the subject from the teacher's standpoint. It is not possible, however, under existing conditions, to take students as they are received and turn them out properly prepared to teach geography, without giving much attention to the academic side of the work. This will be apparent when it is remembered that the grammar school pupil discontinues the study of this subject about the time that he begins to be able to do some independent reasoning.

The work must therefore have a twofold object: the enlargement of the student's geographical horizon, and the development of the special pedagogy of the subject. The work is handled in such a way as to show the prospective teacher that the essence of geography consists in enabling the pupil to discover for himself the relations between man's environment and his actual daily life. The basis for understanding these relations as applied to remote areas is an appreciation of such relations at home. This concrete study of the immediate surroundings for the purpose of searching out relationships is the foundation of educational geography. The work also shows how geography draws upon and contributes to other subjects. In a word, the student is aided in properly placing geography with reference to other branches, and to the child.

In the limited time available no attempt is made to give an extensive course in subject-matter. The time is devoted rather to an intensive study of a single continent. It rests with the student to apply a familiar method to his later individual treatment of unfamiliar areas. The most important centers of human activity in the given continent are taken up, and the causes leading to their development and present importance worked out. This procedure necessarily reaches out into the geography of other areas and thus shows the interdependence of individuals, communities, and nations.

Suitable methods of treating the various topics are discussed in class. This brings out the special pedagogy of the subject, its relation to general pedagogy, and its application to the work of the public school.

Although the importance of laboratory and field work is urged by all authorities, it is, in most places, still a matter of theory. Students in this Normal School follow a regular course in such practical directions.

It consists of a large number of exercises, each of which serves to illustrate some relation between life and its environment. Much of the apparatus used is made by the student, who thus not only acquires a firmer grasp of the subject than can be obtained in any other way, but also prepares himself to adapt similar work to conditions that may obtain in his own school.

From the very nature of the subject symbols must be largely used. Good maps are invaluable symbols and should always be before the class. Instruction is given in the making and interpreting of maps of various kinds. Raised maps of continents are constructed by students. These are taken by them into the schools of the State and constitute a part of their equipment for teaching.

The geographical library contains more than three thousand pictures and magazine articles and is being steadily enlarged. Constant use affords training in the proper handling of them, and students are instructed as to their collection and classification. Material bearing on the industrial and social life of mankind is being collected and used. The pedagogical value of such material is pointed out and means of collecting is indicated.

During the last half-year of the course weekly meetings are devoted to the discussion of methods in geography. This work is of particular value to the student-teachers, as it takes up the actual problems encountered by them in their daily work in the Training School. Discussions are also based upon what the teacher of geography observes during his visits to the Training School. The conditions in this school are compared with those in the ordinary public school, and suggestions are made which help students to meet the conditions found there. The discussion of a desirable course of study, grade by grade, is another step in the preparation of the teacher for the actual work of the school.

During the entire professional course every effort is made to give the student such training as will best prepare him to teach geography in the public schools of the State.

PHYSICS.

JAMES H. SHULTS.

For students in the last year a course of forty typical experiments in physics is prepared, to meet the wants of rural schools. It covers the underlying principles of physics in its several branches, as well as their application to geography, botany, and physiology. A proper introduction through observation, experiment, reading, and discussion is indicated. The elements included are the simple principles of mechanics, heat, light, and electricity, arranged from the point of view of child psychology. This syllabus and typical experiments are discussed with students individually and in classes to determine the best method of teaching the various principles.

Opportunities for observation and practice in the Training School are utilized according to the outlines of the syllabus. The biographies of men eminent in science and invention, and short talks by the teacher upon famous artisans, find a prominent place in the course of instruction for the grades. Every facility is furnished the prospective teacher from the well-equipped physical laboratory for experimental work; the manual training department furnishes him with tools for the construction of apparatus, and the chemical laboratory aids in the study of electrolytic actions; while the well-stocked library affords opportunity for thorough preparation and extended research. Upon leaving the school, students carry with them the apparatus which they have made, and are thus prepared to introduce simple courses in physics in their schools, practically without cost.

ARITHMETIC.

MELVILLE DOZIER. MAY A. ENGLISH.

Arithmetic, to be valuable, must give ready and accurate knowledge of the composition and relations of numbers, must discipline the reasoning powers, and must train to clear and concise statement of fact.

We have a right to expect pupils who have completed the eighth grade to be accurate and reasonably rapid in the fundamental operations, to be ready in handling common fractions, decimals, and the chief denominate numbers, to be able to calculate percentage and interest, and to solve with ease practical problems in mensuration.

Arithmetic is a unit; there are branches growing out of the main trunk, but they are not separate, distinct. It is the province of the teacher to emphasize this fact, to trace to its source each new topic presented, showing its relation to and development from the old. Some of the topics are to be mastered, as the fundamental operations; some are to be considered but slightly, as most denominate numbers; some are to be ignored, as true discount, average, stocks, and exchange.

The power to think comes from free and continuous mental exercise. Pencil and crayon are good in their places, but the best training in arithmetic is obtained by purely mental solutions. Preceding each recitation there should be drill in number combinations to give rapidity in factoring, tables, aliquot parts, etc. This drill must not be occasional, but daily; it is one of the most important details in teaching arithmetic. It is of little use to insist upon this daily oral practice in the lower grades, let it wane in the intermediate, and then undertake to revive it in the higher grades. Ordinarily, it can not be revived.

Every topic new to the class must be clearly developed in accordance with the apperceptive principle: the known is the starting point for all that we do or learn. Reviews must be continuous, not formal. Fresh problems, differing in material and phraseology from those already used, must be chosen to present new aspects of old subjects, to place known

principles in different perspective. Most of these review problems should be oral; the written form may be required occasionally to clear up some question of relation or to enable the class to picture the business transaction.

The recitation consists, broadly speaking, of two parts: the mental drill and the problems. The former has been noticed already and does not require further expansion. After the second year in arithmetic, fully nine tenths of the work is in problems. In dealing with them certain essentials must be required:

1. The interpretation. What does the problem mean? What is the story of the transaction? It must be brought within the pupil's experience; difficulties as to subject-matter or phraseology must be removed. Many times it is not because children are dull that they fail in solving problems, but because the problems are outside of their experience.

2. The solution. This is entirely a mental process and consists of determining the relations of the given numbers.

3. The mechanics. By performing operations already indicated the required result is obtained. The written form of the problem should indicate the logical steps in its solution; the results determined by mathematical operations should be so labeled as to indicate the relation of the numbers combined.

The following solutions of a very simple problem are typical. The first, taken from a school-room where it had been approved by the teacher, is roundabout, stilted, and incorrect in all save the mechanics; the second is direct, brief, and logical.

A man bought 5 horses at \$75 each and 12 at \$68 each. He sold the whole at \$73 each. Did he gain or lose, and how much?

1. 5, number of horses bought.
\$75, price per head.

$$\begin{array}{r} \$75 \\ \times 5 \\ \hline \end{array}$$

\$375, cost of 5 horses.

12, number of horses bought.
\$68, price per head.

$$\begin{array}{r} \$68 \\ \times 12 \\ \hline \end{array}$$

\$816, cost of 12 horses.

$$\$375 + \$816 = \$1191, \text{ whole cost.}$$

$$5 + 12 = 17, \text{ number of horses sold.}$$

$$\begin{array}{r} \$73 \\ \times 17 \\ \hline 511 \\ 73 \\ \hline \end{array}$$

\$1241, selling price.

$$\$1241 - \$1191 = \$50, \text{ gain.}$$

2. $\$75 - \$73 = \$2$, loss per head on first lot.

$$5 \times \$2 = \$10, \text{ loss on 5 horses.}$$

$$\$73 - \$68 = \$5, \text{ gain per head on second lot.}$$

$$12 \times \$5 = \$60, \text{ gain on 12 horses.}$$

$$\$60 - \$10 = \$50, \text{ whole gain.}$$

Arithmetic can have little of its oft-vaunted disciplinary effect while incumbered with such grotesque travesties of reasoning as illustrated above.

The Normal School aims to give sufficient training in arithmetic—review, reorganization, and revivification of subject-matter—and sufficient knowledge of the psychology of number and methods of presentation to fit its graduates to teach arithmetic intelligently and effectively in the public schools.

MUSIC.

JENNIE HAGAN.

The work in music done in the Training School and in the Normal course are so closely identified that constant reference to the procedure in the Training School is necessary for an understanding of the spirit and method of the instruction given to the students.

In the belief that music, to be an element of real value in the elementary school, must be dealt with more and more from the *music* or art side, this department aims to give the students from the beginning *song life*—as expressed in tone exercises, rhythms, or song stories.

The paramount aim in handling children's voices is to keep interest alive, and, through this aliveness, to preserve the unconscious light tone that belongs to the natural child. Care of the children's voices must result in care of the teacher's voice: the use of the voice in frequent example for the children making it more tuneful, rhythmic, and sympathetic.

Though the science side of music is not necessarily neglected, it is maintained that this is not the essential in any special grade. The grade that is ready to do formal sight reading is any grade where the tone is light, true, and musical, where the interpretative instinct of the children has been aroused, and where the teacher is strong enough to keep these voice and heart qualities in the study of staff notation.

Each new difficulty—time, tune, chromatic, major or minor—is presented to the children through ear, voice, and eye: first, the teacher sings to some syllable (e. g., *loo* or *la*), the new idea, the children listening and then telling how it sounds; second, the children sing the exercise; third, the children see the representation on chart or blackboard.

This plan demands of the student-teacher attention to tone-quality, pitch, tone-relationship, rhythm and mood of song or exercise; not least of its merits, it insures the discipline of *good listening* on her part, listening that encourages, while it detects the points of criticism, positive or negative.

Though the carrying out of this purpose calls for more musical strength than the average normal student gains in the short course now planned, we feel confident that the work is set in the right direction and that growth must come.

The daily twenty-minute chorus practice gives to the students an opportunity for growth in musical life. There is for them a brief daily association with good music handled as broadly as the conditions permit.

The class-room work presents the following phases:

1. Simple vocal exercises, which the student in turn may use to lighten and soften the children's voices.

2. Songs and sight reading exercises embodying quality of tone, rhythm, tone-relationship, phrasing and mood of song.

3. Presentation, by students, of rote songs for class criticism based upon:

(a) Value of the song—melodic, rhythmic, ethical.

(b) Teacher's conception of the song and attitude toward the class.

(c) Interpretation—tone quality, rhythm, enunciation, spirit of song.

(d) Results from class.

4. Preparation of outline of grade work from first to eighth with classified selection of good songs; presentation of work of any grade for class criticism.

5. Criticism based upon observations in Training School.

6. Study of composers, musical form, and folk music for use in Training School.

First Year. Voice training: exercise in breathing, tone placing, and articulation. Ear training: exercises in interval and rhythm. Sight reading.

Second Year. Voice and ear training. Development of chromatic and minor scales. Sight reading. Presentation of rote songs. Study of composers and musical form. Methods. Criticism of Training School work. Use of baton.

DRAWING.

ADA M. LAUGHLIN. MARY SMITH.

The purpose is to prepare as thoroughly as possible for the practical teaching of form study, drawing, and color in all grades of the public schools. The result desired is the quickening and cultivation of the artistic sense and the acquisition of the nucleus of a vocabulary of art expression. There is no intention of furnishing students with material to be doled out again to pupils who shall come under their charge; on the contrary, the specific purpose is to secure real growth in art life.

The time given to this subject is two periods per week for three successive terms, and one period per week the last term.

Equipment.

To this department are assigned two rooms of sufficient size to accommodate classes of forty each. They have north light, and are provided

with desks, tables, easels, an abundant supply of objects for still-life study, casts, draperies, and carbon reproductions of architectural subjects, as well as of the best works of old masters.

The drawing department is supplied with one hundred and fifty reproductions in reduced size of the masterpieces of sculpture and painting, and with a good equipment of plaster busts and casts illustrating historic ornament, fruits, flowers, etc. There are enough copies for class use of Arthur Dow's *Composition* and E. M. Hallowell's *Talks on Pen and Ink*; the library contains also "Masters in Art," Art Histories by Hartman, D'Anvers, Lübke, Goodyear, and Haddon; Histories of Architecture by Fergusson, Horton, Tuckerman, and Clement; Perry, *Egypt*; Pennell, *Modern Illustration*; Elliott, *Pottery and Porcelain*; Day, *Anatomy of Pattern*; Vasari, *Lives of the Painters*; Wheeler, *Principles of Home Decoration*; Kettell, *Composition in Fine Art*; Clement and Hutton, *Artists of the Nineteenth Century*, and others treating of similar subjects.

Outline of Course.

First Year, First Term. Mass drawing at the blackboard. Form study from type solids and common objects. Clay modeling of same. Clay modeling of fruit, vegetable, and plant forms, casts, stuffed birds, and animals. Skelton work with wire and clay balls from objects, and also inventive work. Color, using prism, colored crayon and colored paper, brush and water colors. Principles of perspective applied to outline drawing of curvilinear and rectangular forms, including type solids and a great variety of common objects. Study of nature, germination, plant growth, outdoor sketches. Pencil sketches from life to study action in human figure. Mass drawing to illustrate children's games. Scissors, first manual training tool used. Free cutting for illustration and design.

First Year, Second Term. Composition. Study of space relations. Light and shade from objects and casts. Brush and ink silhouettes of persons and animals to study action and proportion. Plant form in pencil. Objects with background and foreground. Imaginative drawing for illustration. Pen and ink drawings from objects and plants. Lettering, plain and decorative. Illustrated poems. Color work from plant and insect forms illustrative of nature study. Notan of two tones. Notan of three tones. Original designs for book covers and magazine pages. Studies from the Japanese. Charcoal sketching from objects, casts, and plant forms. Pencil studies. Water color from nature and objects.

Second Year, First and Second Terms. Methods covering all work of the eight grades in the Training School.

Throughout the entire course, pedagogical principles and proper methods of presentation are emphasized. These constitute the entire

work in the Senior year. The daily work of the Training School pupils is reviewed in method classes, and the experiences related are made the basis of practical suggestions for more efficient work.

Plans are made, criticised, and discussed, work is compared, and often model lessons are given.

Instruction in care of materials, in manner of presentation of subject-matter, and in the aims and scope of work to be undertaken in the ordinary graded or ungraded schools, is made as practical as possible.

MANUAL TRAINING.

CHAS. M. MILLER.

DRAWING AND DOMESTIC ECONOMY TEACHERS.

The Normal Course in manual training is confined to cardboard construction and woodwork. Owing to the breadth of the curriculum the time for each subject is very limited. Students, however, who are proficient in these two forms of manual training can easily adapt themselves to various other occupations, desirable in the lower grades.

The cardboard work is divided into three series, and as far as possible useful articles have been selected. The series are as follows:

(1) Plane geometric forms in such models as bookmark, tag, match-scratcher, etc.

(2) A folded series, representing solid type forms; as basket, spectacle case, match safe, cornucopia, etc.

(3) Cover paper models; as blotter-pad, calendar, box, tray, pencil case, etc.

Only a few models have been placed in the first series, as the object has been simply to direct the pupil's whole attention for a short time to careful measurements, drawing of straight lines, and the cutting of straight and curved lines. The models used in the Normal Course contain more difficult forms than those used in the Training School. There are more models made in the second series, and the processes of construction are far more complex. The model has more dimensions, with sides, ends, etc., which must be planned, cut, folded, and pasted, beginning with a plane surface. Some decoration is used in this series. In the third series the models are made of pulp board, and covered with decorated cover paper. Very complex and beautiful models can be made in this group. The student is supposed to have mastered the simpler exercises, and so can direct his whole attention to the more advanced construction and decoration of the model.

In addition to the regular cardboard series, an opportunity is given for some work in bookbinding. There is equipment for carrying the books through the several stages of the process. Each student is expected to bind at least one book.

A group work series has been planned for the wood sloyd, by which the exercises can be better adapted to the ability of the child and of the student, and in which some choice may be given to the pupils in the selection of models. This can be done without losing the progressive order of exercises so necessary for the proper development of the powers of the worker. Several models embodying the same principles are placed in a group. The pupils must make one of each group. The teacher should see the exercise embodied while the pupil sees the model. In this way all the exercises will be included and more interest will be taken in the great variety of form presented.

The wood sloyd includes mechanical drawing of plans, including orthographic and isometric projection, original drawing, and designs for decoration. Original models are encouraged, but such plans are subject to the approval of the teacher. If revision is necessary it is worked out by the student at the suggestion of the teacher. Some chip and relief carving is attempted; not more than one piece of each is demanded, though more may be done. Apparatus is made for other departments.

A turning lathe is now at the disposal of the more advanced wood-workers.

The school now possesses a complete printing outfit. The press is large enough to print an eight-page circular, pages the size of this catalog, in one sheet. Opportunity is thus given students to learn printing. Much interest has been shown in this occupation.

A full equipment of tools for wood and cardboard work has been provided for both the Normal and Training School departments. For the Normal there are eighteen double benches equipped with the tools that are used constantly, while on racks in the center of the room are tools that are used less frequently. The Training School is furnished with twenty-four single benches arranged in combinations of eight each.

A study of exercises suitable for the common schools constitutes a part of the work of the last term of the manual training course. The theory of manual training is presented in the three phases: physical benefit and relationship; mental growth; moral development. Complete analysis is made of the wood and cardboard models. Models not made in the course are more carefully analyzed and directions for making are given. Some time is given to the study of occupations that are applicable to the several grades. Charts of various countries are studied for the purpose of selecting suitable models for new courses and for making additions and modifications of old ones. Student-teachers have opportunity for observation and practice-teaching in all the grades. In the lowest grades various occupations find place. Raffia, palm, and rattan are used in making the simpler forms of basketry and in coarse weaving. The purpose is to increase skill in manipulation, to stimulate originality in shape and color, and to develop interest in industrial pursuits. Other occupations may be tried from time to time to determine

their relative values. In the fourth and fifth grades cardboard construction is the major occupation; in the sixth, woodwork; in the seventh, woodwork and sewing; in the eighth, woodwork and cooking.

Some outdoor projects have been planned for next year, and much interest has already been shown in this effort.

DOMESTIC SCIENCE AND ART.

JESSICA C. HAZARD. LUCY J. ANDERSON.

The need of instruction in this group of subjects in our elementary schools is rapidly being recognized. This Normal School, anticipating the general demand for such training on the part of teachers, has undertaken to equip its graduates to meet these additional requirements in the public schools. To give the students knowledge of foods and textiles and to train them in the proper use of these necessities of life is the purpose of this course. The work done along these lines has been successful both in quickening appreciation of the educational value of cooking and sewing, and in giving students sounder ideas of the dignity of labor.

New quarters, commodious and thoroughly equipped, have offered opportunity, during the current year, for enlarging the scope of the work. In addition to the regular instruction of Normal classes, a lunch service for students and teachers of the school has been instituted and systematized, work in cooking and sewing has been introduced into the Training School, and instruction has been given to a class of twenty-five *alumnæ*, who have re-entered the school for a year of special work in this department.

The course in cooking and sewing is so arranged as to give to the student practical working knowledge along these lines.

In the cooking, theory and practice are carried along in parallel lines, the aim being to make the knowledge gained broader than that given by the mere preparation of dishes from receipts. The food principles, their value in the economy of the body, and the chemistry of food and of cooking are considered. The student is led to see why certain methods of cooking, under certain conditions, are better than others. The practice of economy in the preparation of food is emphasized; in the main, the dishes prepared in the cooking laboratory are simple and inexpensive, illustrating the fact that the cheaper materials may be transformed, by skillful manipulation, into palatable as well as nutritious food.

The course is outlined as follows. Foods: essential properties and nutritive value; production; manufacture and comparative cost; principles of cookery, with proportions of materials and simple receipts, suitable for school practice and home use; manipulation; marketing; tests for adulteration; order; economy and cleanliness; fuels and utensils.

In the sewing, as in the cooking, practical rather than ornamental phases of the work are emphasized. The simple stitches, when mastered, are elaborated into the seams and combinations used in garment-making. The outline comprises: textiles, origin, production, and manufacture; adaptability; appearance; strength.

The domestic science department has quarters in the lower floor of the annex. The lunch room accommodates about two hundred. The kitchen, adjacent on the north, is used both for recitation and demonstration work, and for the preparation of lunches served to students. The kitchen equipment includes: a large coal range, a gas range, individual gas stoves, a steam-table; cooking utensils, crockery, glass, and silver necessary for instruction and for the serving of luncheons; accommodations for these; necessary food materials.

The students in these departments are not required to purchase textbooks for this work. The following reference books are found in the school library: Hutcheson, *Food and the Principles of Dietetics*; Thompson, *Practical Dietetics*; Yeo, *Food in Health and Disease*; Williams, *Chemistry of Cookery*; Knight, *Food and its Functions*; Rumford, *Plain Words about Food*; Ewing, *Cook Book*; Farmer, *Boston Cooking School Cook Book*; Richards, *Chemistry of Cooking and Cleaning*; Richards, *Air, Water, and Light*; Wilson, *Practical Cooking and Sewing*; Parloa, *Home Economics*; Wheeler, *Principles of Home Decoration*; Government pamphlets; Mason, *Women's Share in Primitive Culture*; Johnson, *Art and Practice of Needlework*; Marsden, *Cotton Weaving*; Walker, *Varied Occupations in Weaving*; Dodge, *Fiber Plants of the World*.

Students of the cooking classes are required to have a long white apron, with bib and shoulder pieces, a circular white cap, and white sleevelets extending half way to the elbow.

Special training consists of teaching, under supervision, the Training School classes in cooking and sewing, and the study of methods best adapted for use in presenting these subjects in the common schools. Every effort possible is made to keep pace with those institutions which make a special study of industrial training in its relations to the public school. New methods bearing upon conditions peculiar to our State are formulated, discussed, and incorporated into the work. The instruction in this department aims to give to the students the power to apply proper methods of teaching to these special branches; to acquaint them with the materials available throughout the State; and to prepare them to make good use of these materials with pupils in the different grades, not excepting those schools that have no regular equipment.

PHYSICAL TRAINING.

SARAH J. JACOBS.

The course in physical training aims to promote and maintain the health of the students, and to furnish them with the principles underlying this training; also, to give them practical knowledge of a system of educational gymnastics sufficient to enable them to teach intelligently any form of school gymnastics, and to adapt their work to the varying conditions which may be met.

During the first year two periods per week of class exercise are required. Careful attention is given to forming correct habits of standing, walking, and breathing. Prescription work is assigned when necessary. Plays and games are freely used in the gymnasium and in the open air.

The first half of the second year is devoted to theory, with practical applications. The theory includes talks on the history of physical training, the physiology of exercise, the mechanism of movements, the discussion of the principal systems of gymnastics, the theory of the Swedish system, the relation of gymnastics to athletics, methods of teaching children, and analysis of positions common during school life. This is supplemented by the making of plans and direction of classes in the Training School.

The young men use the gymnasium after school. In addition to the regular work, they devote some time to athletics. The track team participates in "Field Day" with several other schools in the southern part of the State. Basket ball is very popular.

The gymnasium is large and well ventilated. It has a free floor space of 75 by 55 feet; the gallery is 8 feet wide and 12 feet from the floor. It is fitted with apparatus for light and heavy gymnastics, sufficient to accommodate large classes. There are baths connected with the men's dressing rooms; better facilities for dressing rooms and baths are planned for the women students. There are four tennis courts belonging to the school.

Free and unrestricted action of the body is essential to good mental and physical development; our young women, therefore, are urged to wear hygienic clothing at all times. The co-operation of mothers is asked in this important matter. In the gymnasium all students are required to wear gymnasium suits. The regulation dress for the young women consists of divided skirt, blouse, and gymnasium shoes. Directions for making the suit will be sent, by the instructor in physical training, to those pupils who desire to have their suits made at home. All others must come prepared to purchase them. The expense will be from \$5 to \$8. The young men should provide knickerbockers, blouse, and gymnasium shoes.

COURSE II.

KINDERGARTEN TRAINING.*

ISABEL FRENCH.

In addition to the requirements for admission to Course I, applicants will be required to pass an examination in music:

(a) Instrumental: ability to read simple airs with reasonable facility, in good time, and with fair touch.

(b) Vocal: ability to sing simple songs with accuracy and expression.

Any advanced standing in the required work for kindergartners necessitates an examination in all the subjects completed in the first year of the special kindergarten course. This examination shall cover both the academic and the kindergarten training of the year specified in addition to the regular entrance examination, but recent graduates of California Normal Schools may be admitted to a special course of one year in kindergarten training.

A class will be admitted only in September of each year.

Students who do not show some natural fitness for the work by the end of the first half-year will be required to withdraw.

This course of study leads to a diploma on which a Kindergarten Primary Certificate will be granted.

FIRST YEAR.

FIRST TERM.

1. Composition	3
2. Biology	5
3. Reading	4
4. Drawing	3
5. Music	2
6. Kindergarten Theory	5
7. Observation in Kindergarten	3
Total, 25 units.	

SECOND TERM.

1. Psychology	6
2. Literature	3
3. Nature Study	3
4. Drawing	3
5. Music	2
6. Kindergarten Theory	5
7. Observation in Kindergarten	3
Total, 25 units.	

* At the last meeting of the Joint Board of Normal School Trustees, it was decided that the Kindergarten Training Course under the auspices of the Los Angeles State Normal School would be the only one maintained by the State until further action.

SECOND YEAR.

FIRST TERM.

1. Child Study and Pedagogy.....	5
2. Music.....	1
3. Kindergarten Theory.....	4
4. Teaching in Kindergarten.....	15
Total, 25 units.	

SECOND TERM.

1. History of Education.....	3
2. Music.....	1
3. Kindergarten Theory.....	6
4. Teaching in Kindergarten.....	15
Total, 25 units.	

Graduates of Course II will be able to complete Course I in one year.

EXPLANATION OF THE COURSE OF STUDY AND METHODS PURSUED.

The special aim and work of this department is to give a thorough practical training in kindergarten methods. Such subjects as relate to general education correspond to those of the Professional Course I.

The department is well arranged to carry out this plan of making the kindergarten itself the center and basis of all work given. The three kindergarten rooms are large and sunny. Besides the usual kindergarten equipment, there is, indoors, a large aquarium well stocked with plant and animal life; out of doors, a gymnasium fitted with swings, ladders, balance swings, turning bars, ropes and poles for climbing; also sand piles, blackboards, building-blocks, and sufficient garden space for each child to have an individual garden. All important reference books and periodicals relating to kindergarten subjects are in the school library.

KINDERGARTEN THEORY AND PRACTICE.

FIRST YEAR.

I. *Kindergarten Theory.* One hour a week to each subject specified.

(1) *Froebel's Philosophy.* Study of twenty plays in the Mother-Play Book. Collateral reading.

(2) *Gift.* Theoretic and practical development of gift material. Study of "Pedagogics of the Kindergarten." Collateral reading.

(3) *Occupation.* Completion of Froebel's hand work.

(4) *Games.* Practice in playing games. Study of music and form.

(5) *Miscellaneous.* Study of activities and interests of young children, based on work in psychology and observation in kindergarten. General outline of program work.

II. **Kindergarten Observation.** Three hours a week during first term; three hours a week during second term.

The observation in kindergarten gives an opportunity to become acquainted with the basic principles of education in actual operation and to know the materials through methods of use.

Note-books are kept and the observation work is supplemented by discussion in class.

SECOND YEAR.

I. **Kindergarten Theory.** Four periods a week during first term; six periods a week during second term.

(1) *Froebel's Philosophy.* Mother-Play Book completed. "Education of Man." "Education by Development."

(2) *Gift and Occupation.* Advanced gift work. Supplementary hand work. Adaptation of nature material. Constructive work.

(3) *Games.* Continuation of work of first year. Study of origin, development, and purpose of games; opportunity for students to conduct games and marches.

(4) *Program.* Constructive program work. The making of definite original plans of work, based on previous study of educational principles and upon the observation and study of the instincts and activities of children.

(5) *Stories.* Practice in adapting and relating stories, based upon the comparative study of the myths, of fables, legends, and typical kindergarten stories.

II. **Practice Teaching.** Practice work fifteen hours a week throughout the year. This practice is required in kindergartens under the supervision of the Normal Kindergarten Director. Each student works under criticism, and is held responsible for her own group of children during practice hours. Ample opportunity is given for telling stories, teaching songs, and conducting morning circle, games, and marches. Students who fail in such practice work will not receive the diploma, even though their academic work be satisfactory.

Students have regularly assigned periods for observation in the primary department of the Normal Training School and opportunities for visiting other kindergartens.

KINDERGARTEN MUSIC.

Instrumental: Playing for rhythm, games, and good interpretation of song story; at least one hour's practice per day.

Vocal: Voice placing and developing of tone and rhythm; phrasing and expression; study of children's songs; selection of music for kindergarten uses; sketches from the history of music.

KINDERGARTEN DRAWING.

Three periods a week for one year.

Form study of type solids and common objects, with study of perspective and principles. Mass and outline drawing at blackboard for purpose of illustration. Clay modeling. Free paper-cutting for illustration and design. Color, with crayons, brush, and water color. Light and shade from still life and plant form. Nature study, plant and animal forms. Imaginative sketches. Outdoor sketching.

For statement of other subjects mentioned in course of study, see separate departments under Course I.

KINDERGARTEN TEXTS.

Froebel, *Education of Man*. Hailman's translation.

Froebel, *Mutter und Kose Lieder*, published by Lee & Shepard; or
Mutter und Kose Lieder, translated by Susan Blow.

Froebel, *Pedagogics of Kindergarten*, translated by Josephine Jarvis.

Froebel, *Education by Development*, translated by Josephine Jarvis.

Elizabeth Harrison, *Study of Child Nature*.

THE LIBRARY.

The library having outgrown its old quarters, the rooms on the first floor at the south end of the main building were fitted up two years ago for its use. They are light, airy, commodious, and attractive, and have been beautifully furnished during the past year. The change secured more shelf room, a better arrangement of current literature, and the better accommodation of students, furnishing a place where they can spend their study hours to advantage. The books of the juvenile department have been placed under the supervision of the librarian, thus rendering them more accessible and valuable to the Training School pupils and the student-teachers.

The library contains about twelve thousand volumes, classified according to the Dewey decimal system and arranged on low shelves to which the students have free access.

Though the desirability of supplying good reading for leisure hours is not overlooked in the choice of books, the main purpose is to provide the means for pursuing the branches prescribed in the courses of study. The subjects most fully represented are: psychology and education, science, travel, history, and literature. About five hundred new volumes are added annually. Great care is taken in the selection of books; the liberal use made of the library by students shows that the collection fulfills its purpose. The past year shows an average monthly circulation of forty-five hundred, exclusive of books used in the library. The library is supplied also with most of the best current literature, professional and general.

In addition to the ordinary reference books, such as dictionaries, encyclopedias, and atlases, there are, either bound or on file, about eight hundred volumes of the leading literary and educational periodicals, which, by the aid of Poole's Index and kindred publications, can be used to great advantage. The use of the library in general is facilitated by a card catalog containing, besides the title and subject of every book and the name of its author, many references to magazines and other sources, the titles of which do not indicate the contents.

RULES AND REGULATIONS.

The library is open from 8 A. M. to 5 P. M. of every school day, and from 1 to 5 P. M. on Saturdays.

Books may be retained two weeks, and renewed for the same length of time, provided there is no special demand for them; such as are needed for class-room work are limited to one night.

Every book must be charged at the librarian's desk before being taken from the room ; when it is returned, the borrower should see that the charge is canceled.

Conversation and conduct inconsistent with quiet and order are prohibited in the library and adjoining halls, not only during school hours, but at all times when the library is open.

THE TRAINING SCHOOL.

WILLARD S. SMALL, Supervisor.

Critic Teachers:

KATE F. OSGOOD.

HELEN C. MACKENZIE.

CARRIE REEVES.

ELIZABETH SULLIVAN.

CLARA M. PRESTON.

ALBERTINA SMITH.

The Training School in its present organization is a branch of the Los Angeles city school system. Pupils are admitted upon the same terms as to the city schools, the same general plan for classification and promotion obtains, and the customary reports of a city school are made to the city superintendent by one of the critic teachers acting as city principal. The pedagogical aims and practices of the school, however, including the content and organization of the course of study, are determined by the Normal School.

This Training School serves a threefold purpose: practice school, model school, school of experiment. For reasons of economy, if for no other, these three aims must be accomplished in the one school. Careful organization and supervision make it possible to secure results in all these respects. In this work, the supervisor has the assistance of six critic teachers, each in charge of successive grades, and the coöperation of the method-teachers of the Normal School.

The practice-school purpose is justly of first importance. Students work in the Training School, teaching and observing, throughout the last year of their course. Twenty-four rooms are now available for training school purposes. During the first term the student-teacher spends one hour a day in the Training School. Most of this time is occupied in teaching, though some opportunity is commonly given for observation. The teaching is continuous in one grade, under the same critic teacher. The time in the last term is subdivided, each student-teacher having two assignments of ten weeks each. In this term, the student-teachers are given entire charge of their respective rooms for part of the day. Just as fully as possible, they are placed upon their own responsibility.

This plan gives opportunity for each student to teach in three different grades. Exceptions to this plan of procedure are extremely rare. Relative to the teaching work there are held weekly meetings by the several critic teachers for criticism and discussion, group conferences of

student-teachers handling the different subjects with the method-teachers of those subjects, and frequent individual conferences with the supervisor, critic teachers, and teachers in the Normal School.

The function of model school, that of giving opportunity to observe adequate teaching, is effected through the periodic handling of classes by the critic teachers and by the method-teachers. This latter phase of the work is being steadily developed.

Every school must be in a measure an experimental school. This is peculiarly true of the training department of a normal school. Otherwise, vitality perishes. This does not mean that every "new idea" in education is to be adopted incontinently, but that course of study, methods, and purposes, even, shall be subject constantly to critical inspection and revision in the light of proved experience and social needs. This experimental purpose is furthered through the joint efforts of the training school forces, the department of pedagogy, and the method-teachers. The method-teachers not only give the review-work and the method-work in their respective subjects, but they also extend their observation and supervision into the Training School. More and more they are being held responsible for the content of their subject in the training school curriculum. Bi-weekly conferences are held for the discussion of the different subjects in the course of study. Each conference is devoted to a particular subject. The participants are the supervisor, the critic teachers, members of the department of pedagogy, and members of the academic department whose subject is under discussion. Both content and methods are subject to free and generous criticism. In this way each subject in the curriculum comes in for general examination and clarification once a year. It is believed that experimentation thus guided by definite aim and critical foresight is fruitful of valuable results.

COURSE OF STUDY.

As indicated above, the course of study in the Training School is the outcome of much discussion and coöperation, and is subject to timely modification and revision. The inter-connections of subjects are emphasized, but no rigid schemes of correlation are countenanced. The primary consideration in the organization of the course of study is the adaptation of content to the needs and interests of children of the successive grades. The curriculum is rich and full, but the utmost care is taken through close connection in the content and treatment of subjects to avoid undue multiplication of studies and the consequent diffusion of interest. The following outline may suggest the scope and character of the work attempted in the eight grades:

First Year: Reading, phonics, writing, literature and history (in the form of stories), nature study (garden work largely), hand and art work

(paper, clay, crayon, color, raffia, cord work and weaving), music and calisthenics (plays and games more than set exercises).

Second Year: Reading, phonics, writing, spelling, literature and history (stories and poems), nature study, art and hand work, music, calisthenics.

Third Year: Reading, phonics, writing, spelling, literature and language (the latter through some oral reproduction and original written work with English forms taught inductively), biography and history (national heroes, and myths and legends), arithmetic, nature study (garden work, plants and animals, and elementary geographic ideas), hand work (slat work added to the forms already mentioned, which are continued and made progressively more difficult), art, music, and calisthenics.

Fourth Year: Reading, phonics, writing, spelling, literature and language, arithmetic, geography, and history (local and state geography and local history with simple study in civics), nature study, hand work (cardboard and basketry added), art, music, and gymnastics.

Fifth Year: Reading, phonics, spelling, writing, literature and language, arithmetic, geography (North and South America), history (readings in elementary American history and Greek and Roman hero stories), nature study (garden work concluded, bird study in the latter half), hand work (cardboard and wood), art, music, and gymnastics.

Sixth Year: Reading, phonics, spelling, writing, literature and language (composition fifteen minutes daily; some reproduction, largely original work), arithmetic, geography (Eurasia and Africa), history (readings from Roman, Mediæval, and English history), nature study (study of birds), hand work (wood), art, music, and gymnastics.

Seventh Year: Literature and language (formal grammar and composition), writing (individual instruction), spelling, United States history (to 1845), arithmetic, science (elementary physics, first term; chemistry, second term, with experiments), hand work (sewing for girls, wood work for boys), art, music, gymnastics.

Eighth Year: Literature and language, writing, spelling, United States history (concluded, current topics last part of the year), geometry, science (chemistry), hand work (wood work for boys, cooking for girls), art, music, and gymnastics.

CHILD STUDY CIRCLE.

In connection with the Training School there exists a Child Study Circle, consisting of parents of children attending the school and the teachers in the school. This circle is a branch of the *California Congress of Mothers' Clubs and Child Study Circles*. Meetings are held monthly during the school year. This organization promises to be a means of vitally unifying the interests of school and home.

CATALOG OF STUDENTS, 1903-1904.

Fourth Year—Senior A.

Adams, Adelia	Los Angeles	Gill, Ellice	Oxnard
Alexandar, Louise	"	Graham, Estelle	Los Angeles
Ambrose, Wiley	"	Graves, Edith	"
Amsbury, Zella	Redondo	Greenslade, Calla	"
Archer, Ada	Covina	Haley, Augusta	"
Armstrong, Mary	Los Angeles	Hanson, Margaret	"
Ayers, Etta	Somis	Harnett, Josephine	Burnett
Baker, Nettie	South Pasadena	Harnett, Norah	"
Ball, Ivan	Woodville	Haskin, Lorena	Los Angeles
Ball, Effie	"	Helvie, Carlena	Long Beach
Beebe, Mary	Covina	Heuring, Lena	Los Angeles
Bowen, Josie	Buena Park	Hiatt, Ethel	Orange
Bollinger, Lela	Florence	Higgins, Lena	Long Beach
Borthick, Freddie	Tropico	Hill, Frances	Yorkville, Ill.
Brown, Abbie	Los Angeles	Hossler, Hutoqua	Santa Ana
Bullard, Esther	Claremont	Hodgkins, Josie	Los Angeles
Burch, Beatrice	Los Angeles	Hotzell, Maggie	Inglewood
Burt, Ethel	Pasadena	Horton, Olive	Riverside
Carner, Bert	Los Angeles	Hughes, Lulu	Norwalk
Cartwright, Nellie	Toluca	Hull, Reba	Los Angeles
Cessna, Geneva	Los Angeles	Hurley, Mary	"
Clarke, Victoria	"	Hutchinson, Irene	"
Collins, Daisy	"	Hutchinson, Juliette	"
Cole, Helen	"	Hutt, James	Garden Grove
Cossairt, Alice	Orange	Jesson, Mabel	Ontario
Cottle, Elsie	Sherman	Johnson, Anna	Riverside
Coulson, Mabel	Los Angeles	Johnson, Grace	Los Angeles
Crabb, Bertha	Pomona	Johnson, J. B.	"
Crawford, Ada	Monroe, Pa.	Johnson, Mildred	Los Angeles
Davis, Mollie	Long Beach	Johnson, Mildred	Riverside
Dawley, Etha	"	Kels, Anna	Glendale
Day, Dorothy	Los Angeles	Killian, Mary	Los Angeles
Dickey, Lena	Santa Ana	Knapp, Bessie	Greenville, Mich.
Dorsey, Bertha	Azusa	Krier, Anna	Chino
Eley, Louise	Fresno	Krug, William	Los Angeles
Ellis, Katherine	Los Angeles	Kuehney, M. S.	Upland
Errett, Mary	Dinuba	Lawrence, Ida	Los Angeles
Estudillo, Adelaide	Riverside	Loyd, Delleada	"
Fitch, Florence	Los Angeles	Lynch, Clara	"
Force, Evelyn	"	McClure, Zoe	"
Foster, Alice	"	McCall, Emma	"
Freeman, Clara	Downey	McLaughlin, May	Santa Monica
Fryer, Maud	Spadra	Masterson, T. V.	Los Angeles
Fuller, Ida	Hynes	McKechnie, Mildred	Riverside
Garwood, Lela	South Pasadena	Mills, Louise	Los Angeles
Gifford, Henrietta	Los Angeles	Mills, Nita	"
Gilbert, Mabel	"	Minthorn, Maude	"

Fourth Year—Senior A—Continued.

Mitchell, Anabelle.....	Los Angeles	Shrewsbury, Mary.....	Santa Ana
Moller, Grace.....	"	Smith, Alice.....	Los Angeles
Moore, Nellie.....	Long Beach	Spinner, Mabel.....	San Pedro
Moore, Corabel.....	Riverside	Stafford, Floy.....	Los Angeles
Nevius, Mary.....	Pasadena	Stahmer, Henrietta.....	"
Nolan, Helen.....	Los Angeles	Stanton, Mamie.....	"
Norris, Idelle.....	"	Thomas, Addie.....	"
O'Connell, Ida.....	"	Thompson, Alice.....	"
Olsen, Ella.....	Riverside	Thompson, Gladys.....	"
Olsen, Hulda.....	"	Thompson, Pearl.....	Norwalk
Ott, Gertrude.....	Redlands	Totty, Hattie.....	Los Angeles
Ornelas, Manuela.....	Whittier	Trefethen, Nettie.....	San Pedro
Parker, Eleanora.....	Los Angeles	Van Dam, Helen.....	Los Angeles
Patterson, Pearl.....	"	Wagner, Ella.....	"
Patten, Maria.....	Pasadena	Waldorf, Crayton.....	Orange
Payne, Alice.....	Chino	Wallace, Addie.....	Los Angeles
Pentland, Bertha.....	Los Angeles	Wallace, Annie.....	Huntsville, Ohio
Phillis, Ethel.....	"	Walsh, Dela.....	Los Angeles
Phillips, Maud.....	Highland	Weber, Elizabeth.....	"
Purcell, Zulema.....	Los Angeles	Weed, Gertrude.....	Riverside
Reavis, Ola.....	"	Westcott, Frances.....	Los Angeles
Reeve, Maria.....	"	Widney, Josephine.....	"
Riddell, Hardy.....	Burbank	Wright, Lula.....	Pasadena
Robinson, Margaret.....	Los Angeles	Yager, Jenn.....	Los Angeles
Ronau, Richard.....	"	Yarnell, Sadie.....	"
Ruhland, Venie.....	Alhambra	Yoder, Lizzie.....	South Pasadena

Total, including class graduating January 28th..... 148

Third Year—Middle Class.

Adams, Abra.....	El Monte	Clay, Bonnie.....	Los Angeles
Adams, Carrie.....	Los Angeles	Cobb, Octavia.....	"
Anderson, Bonnye.....	"	Collins, Bertha.....	"
Ayers, Jennie.....	Eureka	Collins, Ina.....	Santa Ana
Ballantyne, Edna.....	Tropico	Cooper, Ida.....	Los Angeles
Barr, Alice.....	Los Angeles	Cowden, Emma P.....	"
Barton, Grace.....	"	Cox, Mabel.....	San Luis Obispo
Bathey, Allie.....	"	Coy, Myrtle.....	Lancaster
Baxter, Ella.....	Fullerton	Cunningham, Charlie.....	Santa Ana
Bayles, Myrtle.....	Alhambra	Cunningham, Mamie.....	Los Angeles
Bedford, Mattie.....	Los Angeles	Creigh, Annie.....	"
Bemis, Hazel.....	"	Curtis, Velma V.....	Long Beach
Bennett, Bessie.....	Pasadena	Davis, Emma.....	Los Angeles
Blair, Lucy.....	Downey	Davis, May.....	San Bernardino
Boyer, Rose.....	Toluca	Decrow, Ruby.....	"
Boyer, Pearl.....	"	Dickey, Ethel.....	Pasadena
Brown, Nellie.....	Los Angeles	Dickey, Ruth.....	"
Buck, Bessie.....	"	Dodge, Frances.....	Los Angeles
Burkhalter, Gertrude.....	Needles	Dobbins, Ora.....	"
Cartwright, Alice.....	Toluca	Dodson, Cora.....	Hynes
Charoulean, Anita.....	North Pasadena	Dolland, Jessie.....	Norwalk
Clarke, Leo.....	Los Angeles	Duke, Edgar.....	Downey

Third Year—Middle Class—Continued.

Eaton, Phoebe.....	Ventura	McMullen, Bessie.....	Los Angeles
Erickson, Hilda.....	Monrovia	Mace, Lorena.....	Azusa
Ervin, Edith.....	Los Angeles	Manson, Margaret.....	Los Angeles
Everett, Dolorosa.....	Anaheim	Martin, Marie.....	"
Ewing, Ariel.....	Los Angeles	Matlack, Idella.....	"
Fate, Elizabeth.....	Orange	Michaelis, Hattie.....	Norwalk
Farris, Myrtle.....	Palms	Millen, Ella.....	Santa Monica
Fellows, Ethel.....	Los Angeles	Milner, Pearl.....	Los Angeles
Floro, Ethel.....	"	Mimms, Lutie.....	"
Foulke, Mary.....	Rialto	Moore, Maud.....	Goleta
Francis, Mabel.....	Escondido	Moore, Alice.....	Los Angeles
Franklin, Bertha.....	Los Angeles	Mortensen, Mattie.....	Burbank
Galliher, O'Dessa.....	"	Murray, Kathalene.....	El Modena
Gibson, Edith.....	Ventura	Ott, Hope.....	Los Angeles
Graham, Agnes.....	Los Angeles	Park, Maud.....	"
Grebe, Laura.....	"	Parks, Rea.....	"
Greve, Annie.....	"	Parsons, Maude.....	Carpenteria
Griffith, Nellie.....	"	Patterson, Maud.....	Los Angeles
Groce, Orrie.....	Pomona	Pedelt, Gertrude.....	Santa Ana
Grubb, Emma.....	Los Angeles	Phillips, Birdie.....	Los Angeles
Haifley, Lillian.....	"	Porter, Minnie.....	Fullerton
Halsey, Bessie.....	"	Prince, Alice.....	Toluca
Hannah, Rey.....	"	Reed, Lona.....	Ontario
Hatfield, Clara.....	"	Reppy, Vera.....	Ventura
Hare, Sadie.....	"	Reynolds, Annie.....	Los Angeles
Hawley, Marie.....	"	Rice, Lucy.....	Long Beach
Hawes, Lucy.....	"	Richards, Hattie.....	Riverside
Heller, Anna.....	Long Beach	Rhodes, Hazel.....	Los Angeles
Herbst, Elsie.....	Los Angeles	Rose, May.....	Palms
Hewitt, Nettie.....	"	Root, William.....	Pasadena
Higgins, Pearl.....	Long Beach	Robertson, Edith.....	Los Angeles
Hough, Henrietta.....	Los Angeles	Savage, Lucille.....	Sanger
Hubbard, Fay.....	"	Scott, Myrtle.....	San Bernardino
Hurd, Katherine.....	"	Sessions, Romaine.....	Los Angeles
Hyland, Nellie.....	"	Sharpe, Otis.....	Hynes
Isensee, Thirza.....	"	Shultz, Dora.....	Los Angeles
James, Florence.....	Petaluma	Shultz, Maud.....	"
Jorstad, Hilda.....	Los Angeles	Shutt, Zelma.....	Pasadena
Kane, Zaida.....	"	Smith, Alma.....	Shoemaker
Kellenberger, Rose.....	Buena Park	Smith, Grace.....	Visalia
Kenyon, Jessie.....	Fresno	Spencer, Mary.....	Los Angeles
Knowlton, Lulu.....	Monrovia	Stancer, Lew.....	San Bernardino
Kuntz, Lela.....	Pomona	Standefer, Jessie.....	Los Angeles
Lacy, James.....	Badger	Stearns, Evelyn.....	"
Lepley, Alvina.....	Alhambra	Stose, Artie.....	"
Lewis, Harriet.....	Los Angeles	Stradley, Mary.....	"
Lewis, Mabel.....	"	Strang, Grace.....	Pasadena
Lewis, Olivia.....	Downey	Strobridge, Arvilla.....	Bakersfield
Lewis, Zoe.....	Los Angeles	Sugg, Lela.....	Rivera
McCarthy, Jennie.....	"	Sullivan, Eveleen.....	San Bernardino
McCarthy, Percy.....	"	Timmons, Zoraida.....	Delano
McCoid, Bessie.....	Whittier	Troxell, Jennie.....	Los Angeles
McCormick, Lottie.....	Toluca	Trueblood, Mabel.....	Whittier
McDermott, Ethel.....	Los Angeles	Tryon, Lulu.....	Los Angeles
McGaugh, Mary.....	Rivera	Valla, Emma.....	"

Third Year—Middle Class—Continued.

Wade, Edna	Los Angeles	Williams, Anita	Santa Paula
Warren, Hazel	Riverside	Wheeler, Lessie	Los Angeles
Wenger, Elsie	Los Angeles	Wilson, Louise	Bakersfield
White, Edith	Rivera	Wilson, Myrtle	Santa Ana
White, Mary	Los Angeles	Wood, Rebecca	Azusa
Whitehead, Neven	"	Woodward, Harriet	Los Angeles
Wilkinson, Irma	Bakersfield		
Total number of students in third year		167	

Second Year—Middle Class.

Anderson, Leona	Los Angeles	Le Sage, Evangeline	Los Angeles
Bear, Henrietta	"	McIntyre, Annie	"
Beck, Zella	"	McMillen, Edith	Delano
Bemis, Cecil	Pomona	McMurray, Vera	Los Angeles
Blair, Minnie	Los Angeles	Norton, Edgar	"
Brayton, Edna	"	Nourse, Elizabeth	"
Brobst, Hazel	"	Patterson, Mary	Maquoeta, Iowa
Bullock, Myra	"	Sackett, Emily	Hollywood
Burns, Belle	"	Sallee, Ward	Los Angeles
Carrigan, Juanita	"	St. Merry, Edna	"
Cockrill, Jessie	"	Scherrer, Alice	"
Dorfmeier, Irene	"	Shultz, Lucille	"
Doyle, John R.	Glendale	Sisson, Lurlie	Bakersfield
Elder, Martha	Los Angeles	Smith, Clara	Los Angeles
Galliher, Elsie	"	Smith, Luella	"
Grubb, Lena	"	Stevenson, Sarah	"
Guthrie, Alice	Chatsworth	Stowers, Florence	Whiteland, N. Dak.
Halsey, Louise	Los Angeles	Sutton, Emma	Armona
Harrier, Orva	Valley, Nebraska	Theal, Millie	Los Angeles
Harris, Elia	San Bernardino	Trefethen, Gratia	San Pedro
Harwood, Josephine	Los Angeles	Waters, Crystal	Los Angeles
Hinnen, Ward	Holton, Kansas	Weber, Clara	"
Hoetel, Lois	Los Angeles	Westerfield, Agnes	Toluca
Johnson, John	"	White, May	Los Angeles
Kennedy, Mary	Santa Ana	Williams, Gladys	Downey
Kerns, Florence	Los Angeles	Wilson, Lillie	Los Angeles
Kerns, Willie	"	Yager, Ursula	"
Total number of students in second year		54	

First Year—Junior Class.

Abbot, Bessie	Los Angeles	Clay, Nellie	Los Angeles
Barber, Flora	"	Conkle, Carrie	Santa Ana
Bawden, Hazel	Grass Valley	Cooke, Grace	Gardena
Berberick, Grace	Los Angeles	Cooper, Susan	Los Angeles
Brewster, Emilie	Florence	Cotton, Mildred	Santa Anita
Brown, Trenna	Los Angeles	Creager, Mabel	Los Angeles
Buhn, Lena	Tehachapi	Cunningham, Alice	Santa Ana
Cartwright, Mae	Los Angeles	Darling, Grace	Los Angeles
Clarke, Valeria	"	Davis, Anna	"
Clay, Jennie	"	Doyle, Ella	Glendale

First Year—Junior Class—Continued.

Dunn, Eva	Talbert	Noble, Joseph	Los Angeles
Farnsworth, Minnie	San Pedro	Northway, Genevra	"
George, Edna	Hyde Park	Olden, Ruth	"
Gillespie, Maud	Redondo	Pedroarena, Ysidora	"
Goodrich, Fannie	Los Angeles	Penniman, Pearl	"
Groton, Carey	Rivera	Perkins, Laura	"
Gunning, Ruby	Los Angeles	Quimby, Edna	"
Hand, Winifred	Long Beach	Reed, Ethel	"
Harris, Effie	Bryson	Ruhland, Muriel	Alhambra
Healey, Maud	Pasadena	Runyon, Lucia	Los Angeles
Hilke, Frances	Los Angeles	St. John, Anna	"
Hoffman, Anna	"	Sandoz, George	"
Holcomb, Myrtle	"	Scott, Bonnie	"
Hudson, Mabel	"	Sevier, Helen	"
Hughes, Edna	Roosevelt	Sloane, Ada	Buena Park
James, Ula	Los Angeles	Smith, Grace	Los Angeles
Johnson, Nicolina	"	Speer, May	Prospect Park
Jones, Maud	Garden Grove	Stebbins, Gertrude	Ocean Park
Kahl, Meta	Pasadena	Thomas, Charlotte	Santa Barbara
Lacy, Ella	Badger	Thompson, Pearl	Los Angeles
Lee, Winona	Los Angeles	Tolchard, Veda	"
Lomax, Georgia	"	Wetzel, Mildred	"
Meagher, Charles	"	Whitcomb, Jessie	"
Messenger, Elta	Prospect Park	Williams, May	"
Morrison, Daisy	Los Angeles	Young, Roxie	Pasadena
Munz, Mollie	Elizabeth Lake	Zimmerman, Stella	Los Angeles
Total			72

Kindergarten Department—Senior Class.

Bullard, Esther	Claremont	Peck, Adaline	Riverside
Dobbins, Elsie	Los Angeles	Rice, Belva	Los Angeles
Gillan, Lelia	Redondo	Springer, Jessie	"
Humphrey, Alice	Pomona	Taylor, Anita	"
Mitchell, Mary	Los Angeles	Wagner, Lillian	"
Patton, Beatrice	"	Total, 11	

Kindergarten Department—Junior Class.

Augur, Villa	Los Angeles	Hawkins, Pearl	Los Angeles
Bair, Elsie	"	Landt, Kate	"
Beckett, Beatrice	San Diego	McKenzie, Gertrude	"
Brown, Carrie	"	Maxfield, Florence	Redondo
Chase, Laura	Tropico	Morris, Emma	Los Angeles
Colburn, Ruth	Los Angeles	Safford, Helen	"
Freeman, May	"	Sterret, Anna	"
Genn, Mabel	"	Swarth, Maud	"
		Total, 16	

Number of students in Senior Class

11

Number of students in Junior Class

16

Total number of students in Kindergarten Department

27

Special Students.

Barker, Grace.....	Los Angeles	Lawton, Frances.....	Los Angeles
Barnes, Ella.....	"	Lipe, Clara.....	"
Bashford, Louise.....	"	Little, Maud.....	"
Bashford, Harold.....	"	Livingston, Mae.....	"
Carhart, Augusta.....	"	Marsh, Alice.....	"
Crandall, Marion.....	"	Maynard, Elizabeth.....	"
Dickey, Ethel.....	Pasadena	Parker, Cora.....	"
Eley, Louise.....	Fresno	Shults, Christina.....	"
Elmendorf, Mae.....	Los Angeles	Springer, Jessie.....	"
Ferguson, Hattie.....	"	Stansbury, Minnie.....	"
Furrey, Edith.....	"	Torrey, Louise.....	"
Gibson, Marguerite.....	"	Wood, Minnie.....	"
Landt, Katherine.....	"		Total, 25

Total number of students in regular Normal course..... 441

Total number of students in Kindergarten Training Department..... 27

Total number of special students..... 25

Total number of students in Normal School..... 493

Number of Pupils in Model and Training School.

Number of pupils in Eighth Grade.....	70
Number of pupils in Seventh Grade.....	48
Number of pupils in Sixth Grade.....	47
Number of pupils in Fifth Grade.....	48
Number of pupils in Fourth Grade.....	43
Number of pupils in Third Grade.....	46
Number of pupils in Second Grade.....	36
Number of pupils in First Grade.....	49
Number of pupils in Kindergarten.....	45
Total number of pupils in Model and Training School.....	432
Total number of students in Normal School.....	493
Total number of pupils in Model and Training School.....	432
Total number enrolled.....	925

GRADUATES.

(Since February, 1903.)

CLASS OF JUNE, 1903.

Adams, Lottie	Gleason, Ethel	Mullen, Carrie
Birinann, Natalie	Goodrich, Hattie	Nelson, Daisy
Bathgate, Catherine	Gould, Jessie	Newsom, Willis
Bigelow, Maud	Gregg, Blanche	Noyes, Alice
Booth, Gertrude	Harrison, Alice	Nutting, Jessie
Brown, Arthur	Harwood, Grace	Pendleton, Ella
Brown, Georgia	Howland, Stanley	Sackett, Zella
Carter, Augusta	Henderson, Muriel	Saunders, Katherine
Chandler, Flora	Hindorff, Leora	Stayton, William
Cheney, Florence	Hoechlin, Louise	Schweitzer, Charles
Clute, Florence	Johnson, Rhoda	Snyder, Dora
Cook, Gertrude	Kane, Rena	Thaxter, Allegra
Collins, Mary	Kerr, Margaret	Streeter, Lillian
Dickinson, Ellen	Lashlee, Blanche	Umstead, Cordia
Dodge, Laura	Layne, Olive	Wickersham, Jessie
Douglas, Mary	Lewis, Edith	Williams, Kate
Doyle, Mary	Lindsay, Florence	Work, Nellie
Drachman, Myra	McCormick, Blanche	Zielly, Helen
Elliott, Essie	Mead, Ida	
Frazier, Alice	Moore, Harriet	
Freeman, Alice	Morgan, Geoffrey	Total, 60

Kindergarten Department.

Fitch, Florence	Haskins, Lorena	Rebman, Mae
		Total, 3

CLASS OF JANUARY, 1904.

Ambrose, Wiley	Graves, Edith	Payne, Alice
Armstrong, Mary	Heuring, Lena	Pirtle, Eula
Ball, Effie	Hodgkins, Josephine	Riddell, Hardy
Bowen, Josephine	Hutchinson, Irene	Stafford, Miriam
Burch, Beatrice	Hutt, James	Stahmer, Henrietta
Burt, Ethel	Johnson, Grace	Stanton, Mamie
Clark, Victoria	Lawrence, Ida	Thomas, Addie
Cole, Margaret	McClure, Zoe	Thompson, Pearl
Collins, Daisy	McKechnie, Mildred	Walsh, Dela
Coulson, Mabel	Masterson, T. V.	Widney, Josephine
Crabbe, Althea	Mills, Louise	Total, 34
Dawley, Etha	Mills, Nita	

Kindergarten Department.

Bullard, Esther	Freeman, Lelia Gillen	Rice, Belva
		Total, 3

CLASS OF JUNE, 1904.

Archer, Ada E.	Harnett, Josephine	Ott, Gertrude
Ayers, Etta E.	Harnett, Norah B.	Olsen, Hulda
Ball, Ivan J.	Haskin, Lorena B.	Parcell, Zulema L.
Bollinger, Lela G.	Helvie, Carlina	Parker, Elenora A.
Carner, Bert M.	Hill, Frances	Patterson, Pearl E.
Casey, May	Hossler, Hutoqua	Patton, Mrs. Marie A.
Cottle, Mary E.	Hurley, Mary V.	Pentland, Bertha E.
Day, Dorothy M.	Jesson, Mabel H.	Phillips, Maude F.
Dickey, Lena	Johnson, Anna F.	Phillis, Ethel D.
Errett, Mary B.	Johnson, Mildred	Reeve, Mrs. Maria S.
Freeman, Clara	Johnson, John B.	Ronan, Richard
Fryer, Maude	Killian, Mary K.	Spinner, Mabelle L.
Fuller, Ida E.	Lynch, Clara	Trefethen, Nettie E.
Gifford, Henrietta	Mitchell, May A.	Thompson, Alice L.
Gilbert, Mabel A.	Moore, Cora B.	Wallace, Addie I.
Gill, Ellice A.	Moore, Nellie	Wescott, Frances
Greenslade, Calla	Nevius, Mary C.	Wright, Lula
Hanson, Margaret L. F.	Norris, Idell	Yarnell, Sadie B.

Total, 54

Kindergarten Department.

Dobbins, Elsie	Patton, Mrs. Beatrice C.	Peck, Adaline M.
Humphrey, Alice G.		

Total, 4

NUMBER OF GRADUATES SINCE ORGANIZATION.

1. Year ending June 30, 1884.....	22
2. Year ending June 30, 1885.....	35
3. Year ending June 30, 1886.....	43
4. Year ending June 30, 1887.....	48
5. Year ending June 30, 1888.....	35
6. Year ending June 30, 1889.....	57
7. Year ending June 30, 1890.....	49
8. Year ending June 30, 1891.....	72
9. Year ending June 30, 1892.....	78
10. Year ending June 30, 1893.....	93
11. Year ending June 30, 1894.....	76
12. Year ending June 30, 1895.....	84
13. Year ending June 30, 1896.....	65
14. Year ending June 30, 1897.....	55
15. Year ending June 30, 1898.....	88
16. Year ending June 30, 1899.....	107
17. Year ending June 30, 1900.....	114
18. Year ending June 30, 1901.....	128
19. Year ending June 30, 1902.....	102
20. Class of January, 1903.....	45
21. Class of June, 1903.....	63
22. Class of January, 1904.....	37
23. Class of June, 1904.....	58
Total number of graduates.....	1554

Certificate of Good Character.

This is to Certify that M.....
is, to the best of my knowledge and belief, a person of good moral
character

.....

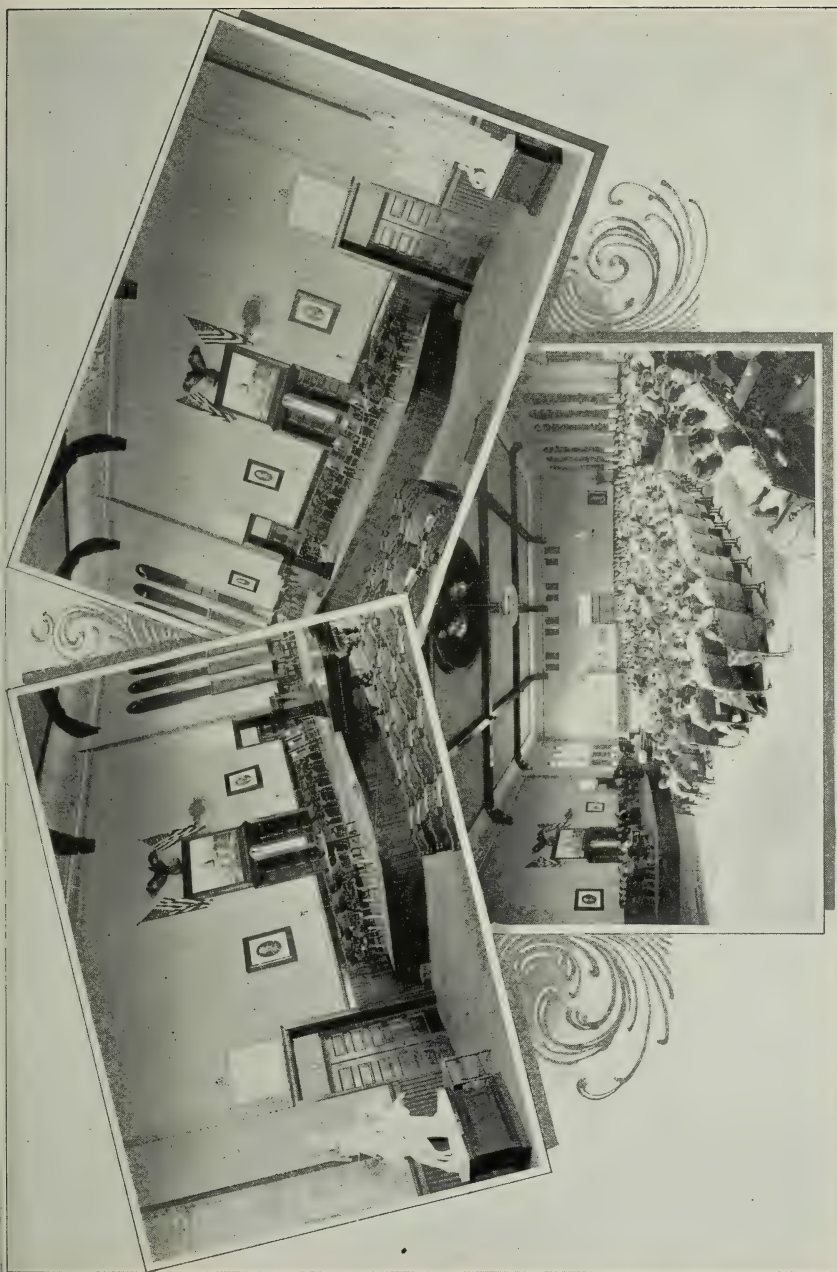
.....190...

Certificate of Good Health.

This is to Certify that I am personally and professionally acquainted
with M....., and that, to the
best of my knowledge and belief, ...he is free from any disease or
infirmity that would unfit.....for the office of a teacher.

.....M. D.

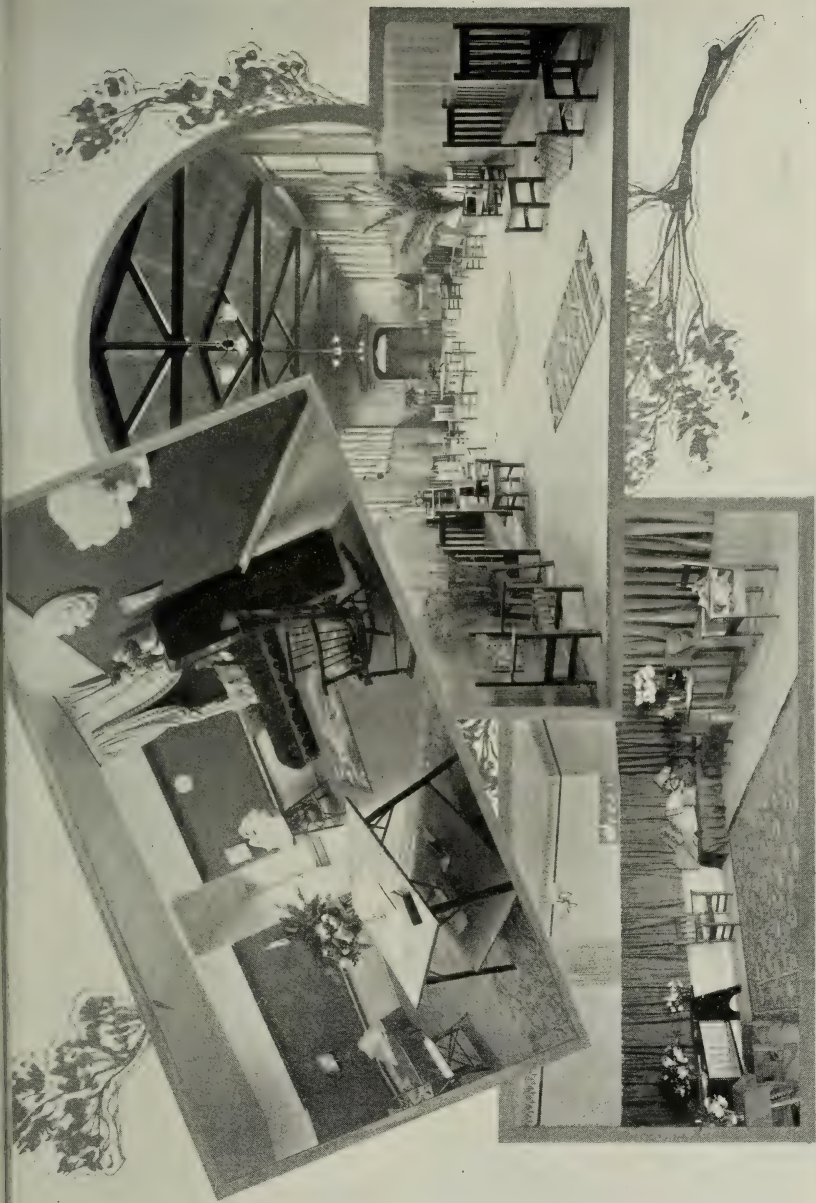
.....190...



VIEWS OF ASSEMBLY ROOM.



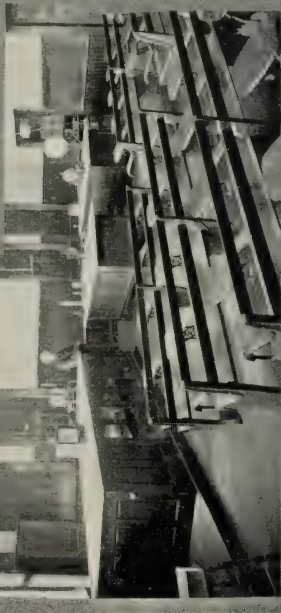
STATUES AND PICTURES IN ASSEMBLY.
A few of the Gifts of Graduating Classes.



Y. W. C. A. Room.
Kindergarten Alumni Room.

Connecting Hall between Buildings.
Furnished by Students.

A GROUP OF SOCIAL HALLS.

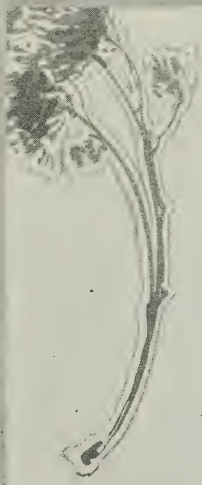
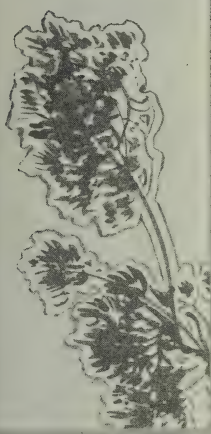


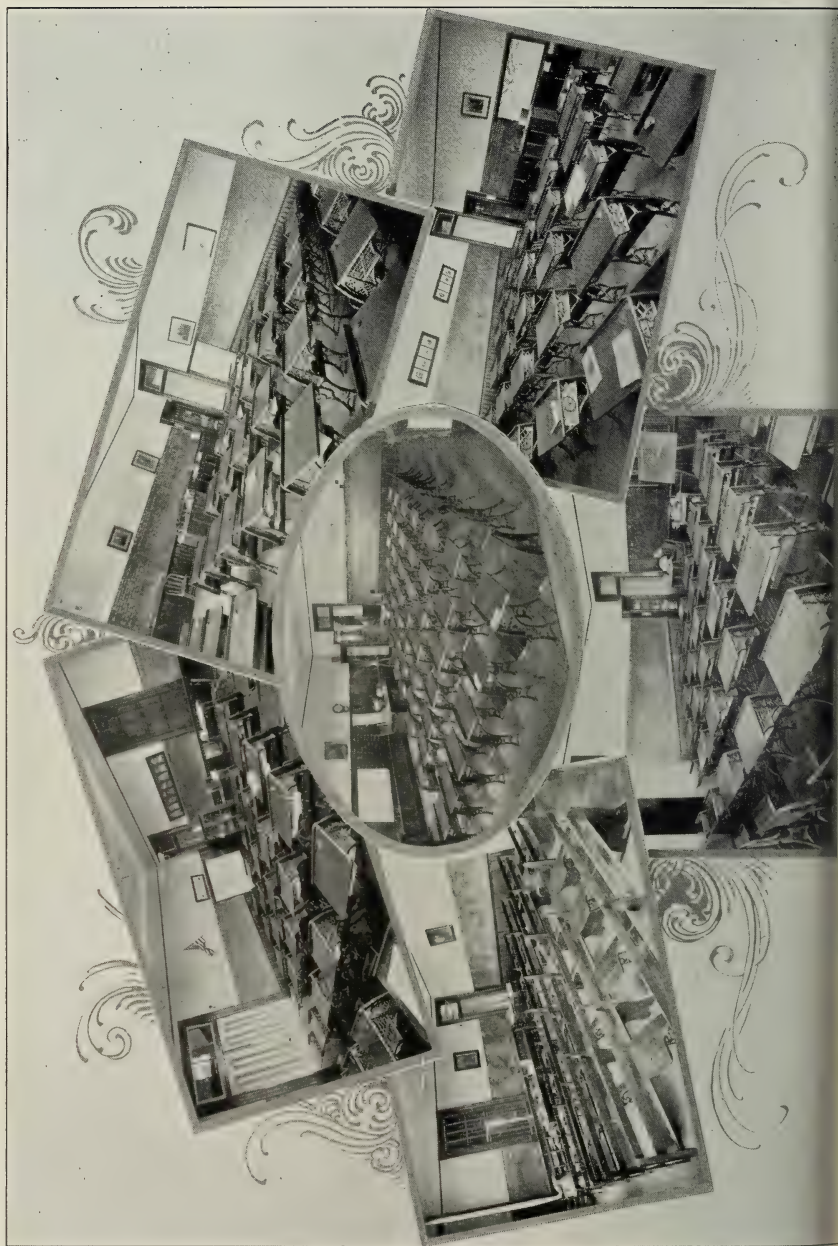


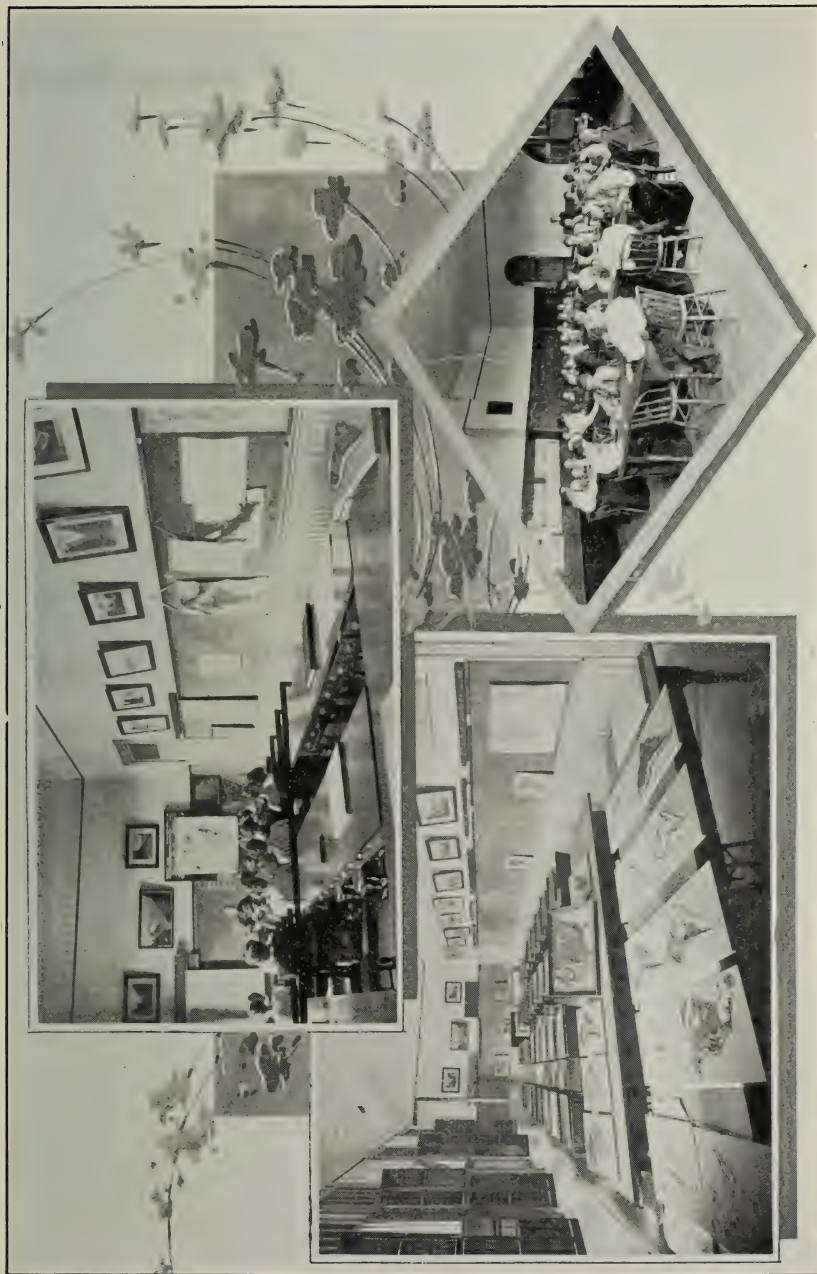
A GLIMPSE OF THE MUSEUM.



ONE OF THE STAIRCASES.

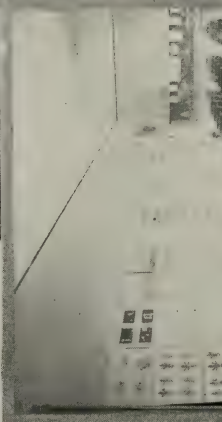


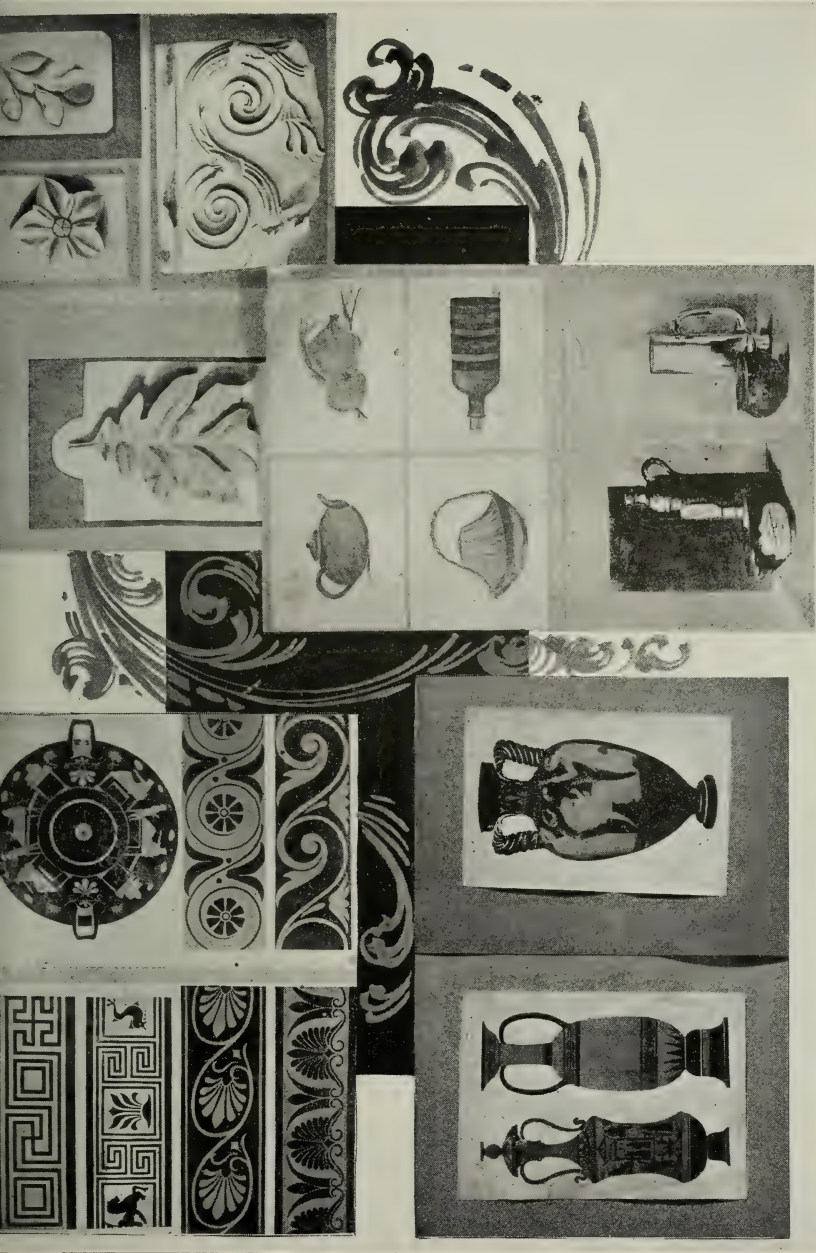




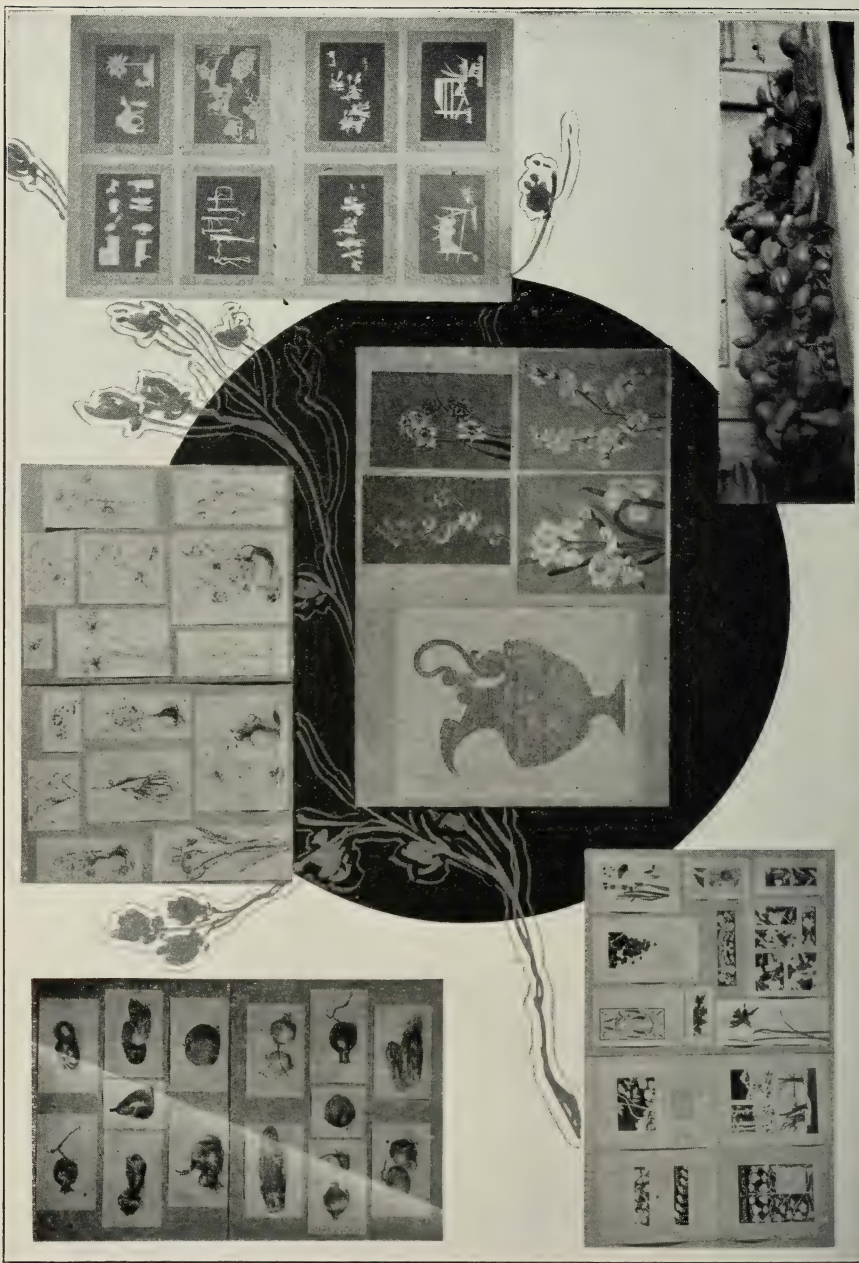
GEOGRAPHICAL LABORATORY.

BIOLOGICAL LABORATORY—2.





SPECIMENS OF ART WORK—NORMAL, DEPARTMENT.



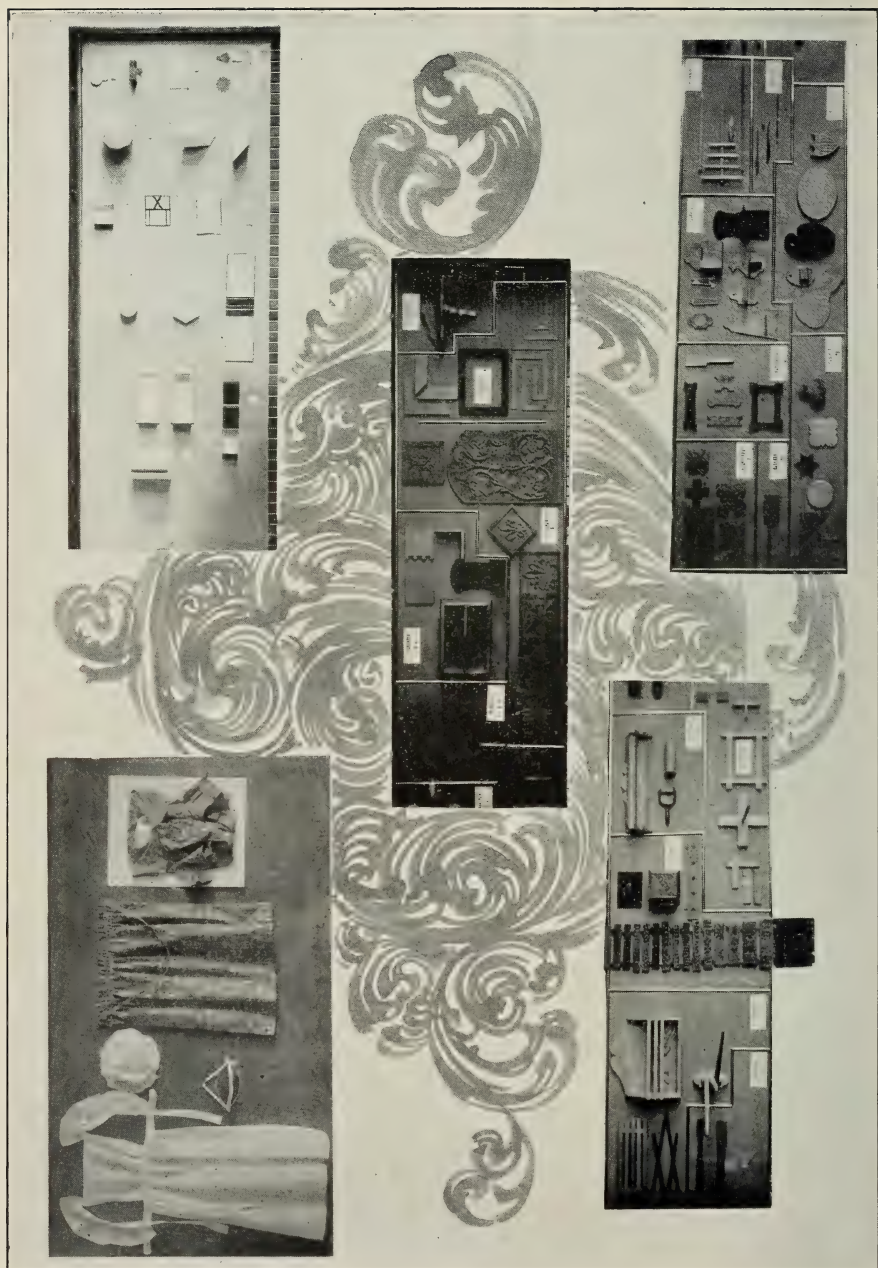
CRAYON, PEN AND INK WORK, AND EMBROIDERING



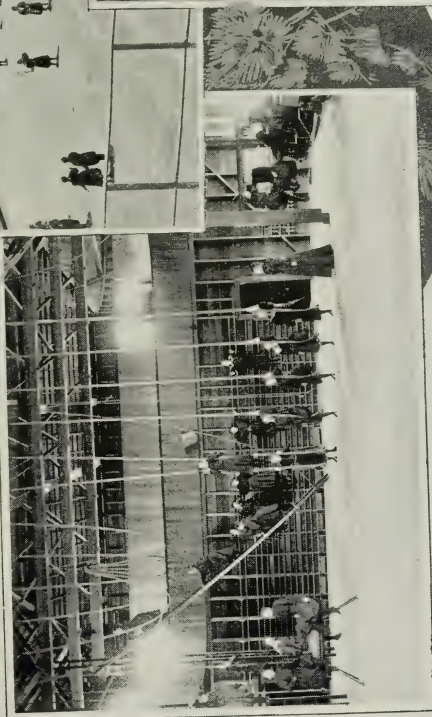
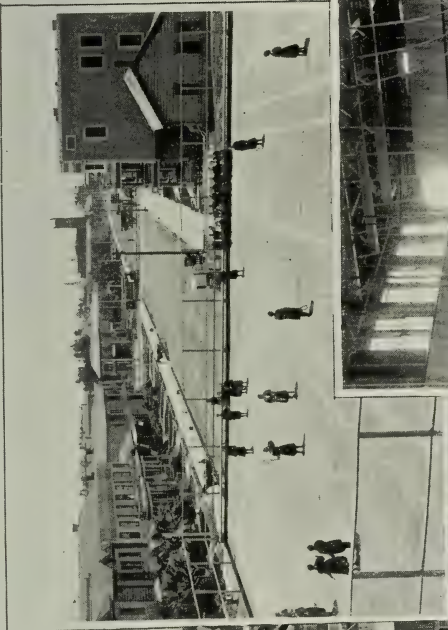
STUDENTS' LUNCH ROOM.

MANUAL TRAINING ROOM.

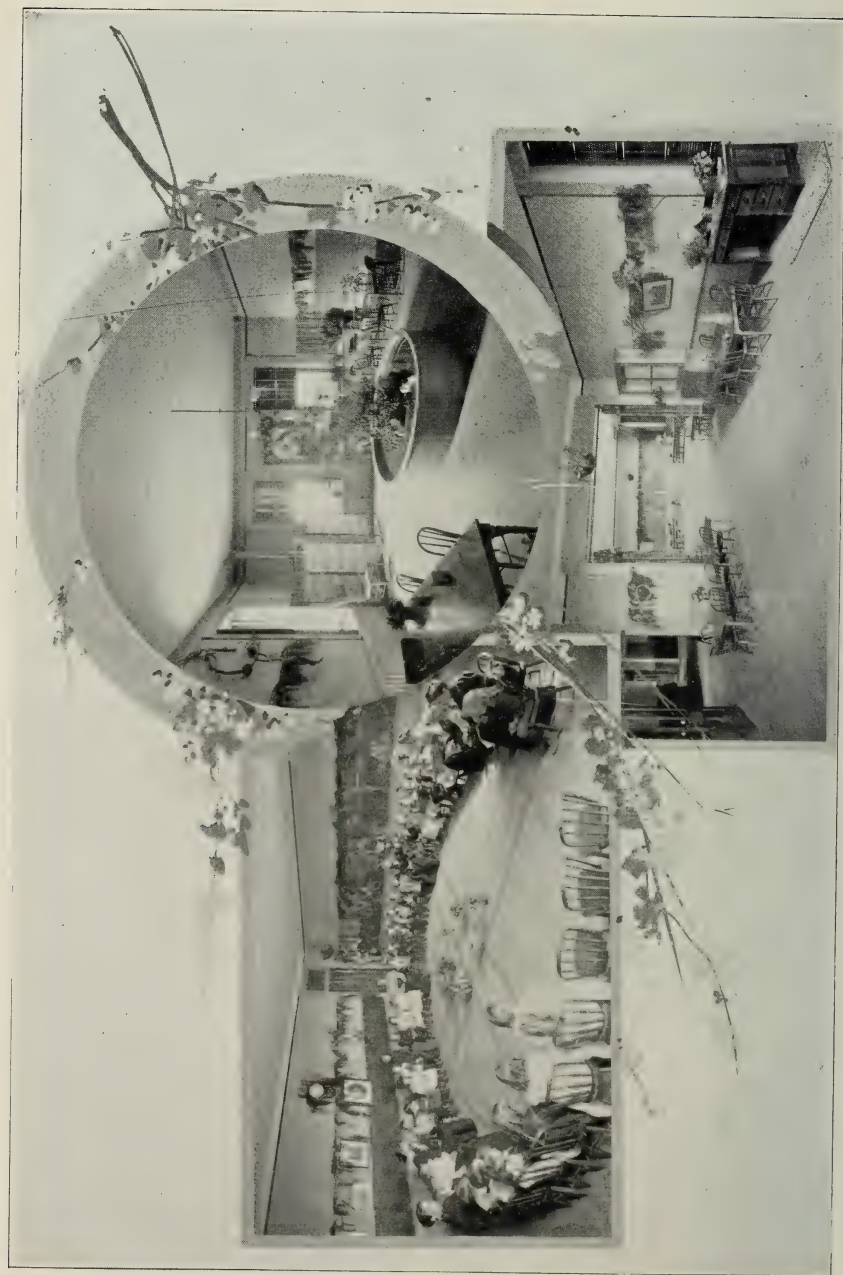
COOKING SCHOOL.



SPECIMENS OF MANUAL TRAINING—NORMAL, DEPARTMENT.



GYMNASIUM AND TENNIS COURT.

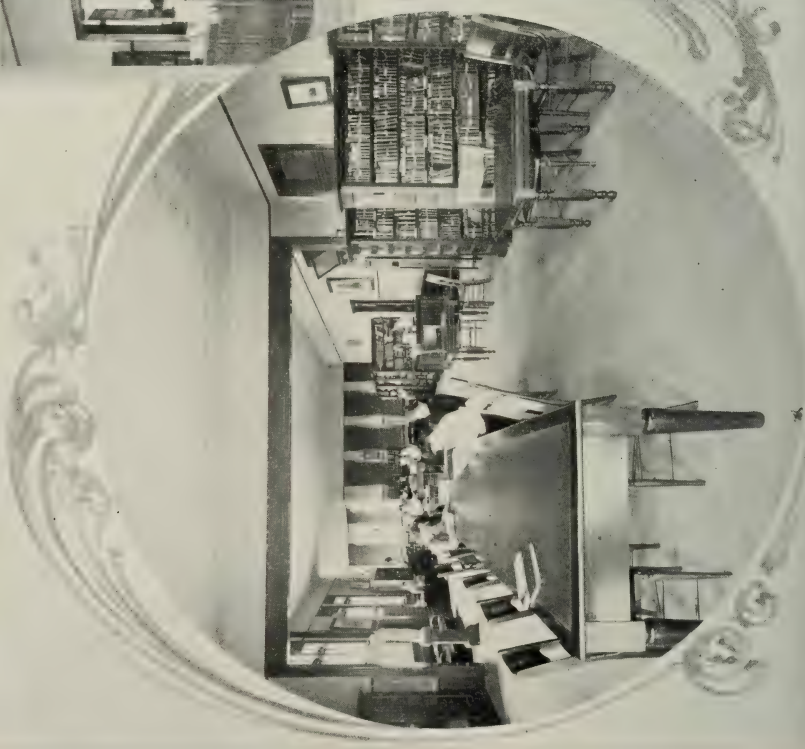
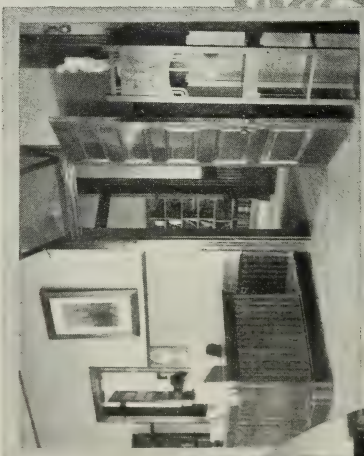
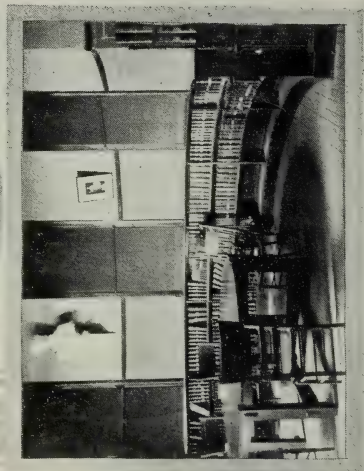


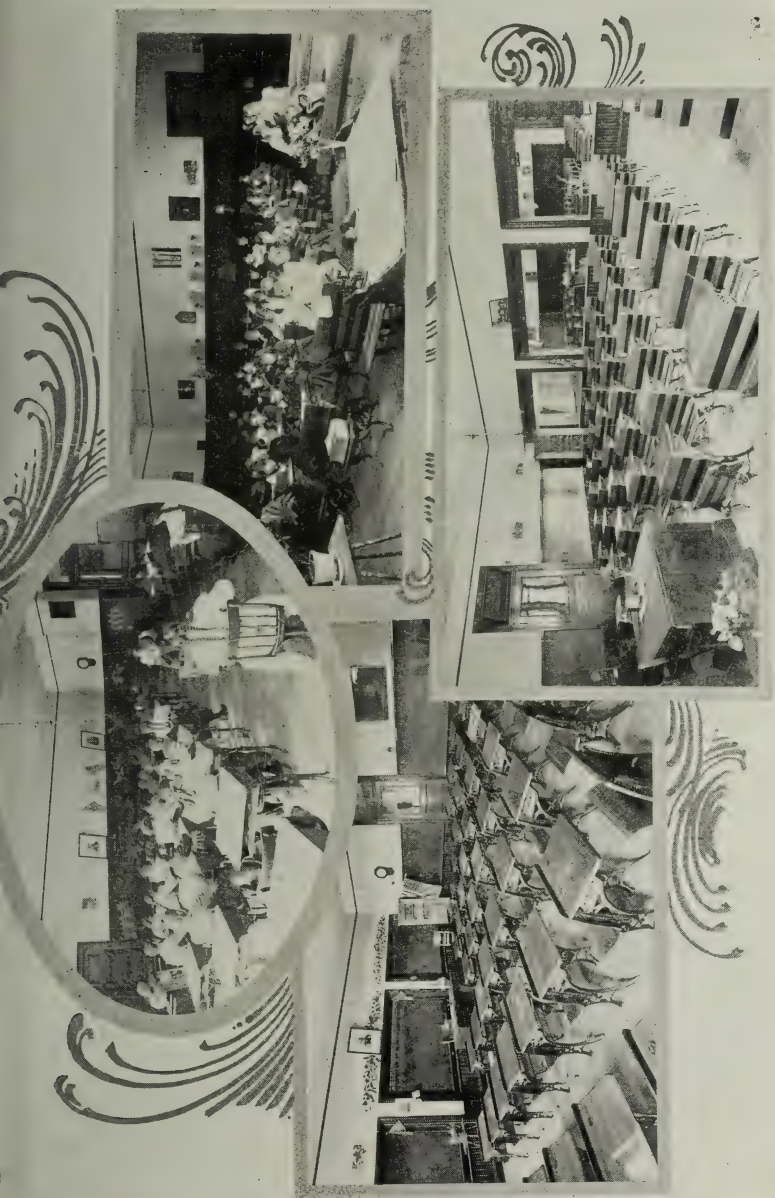
KINDERGARTEN ROOMS.



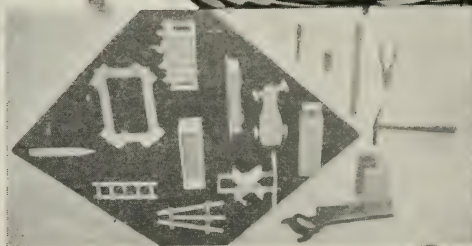
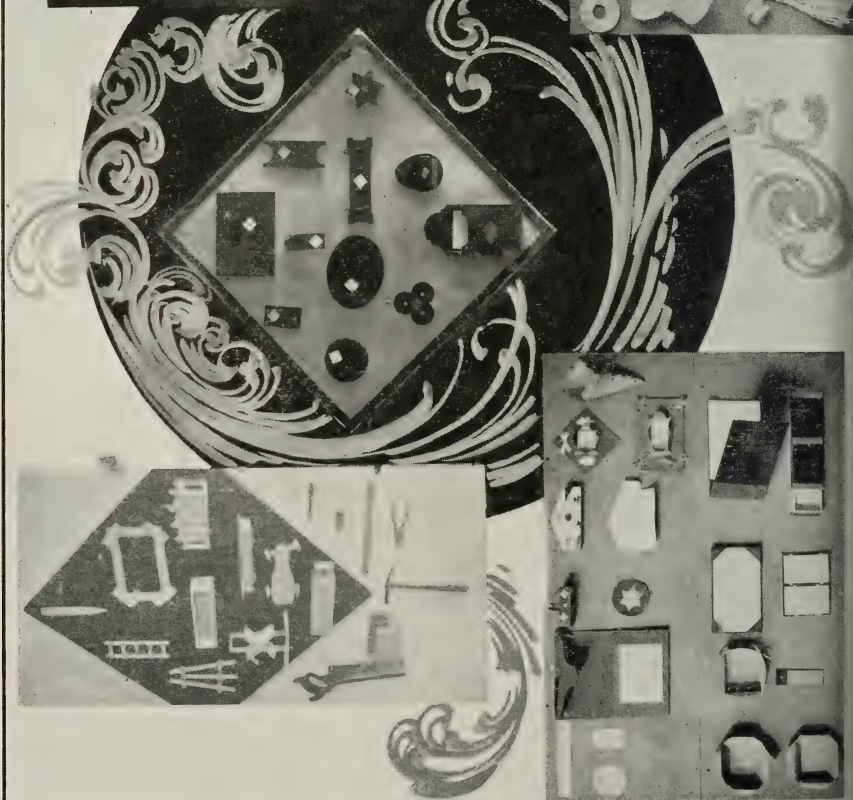
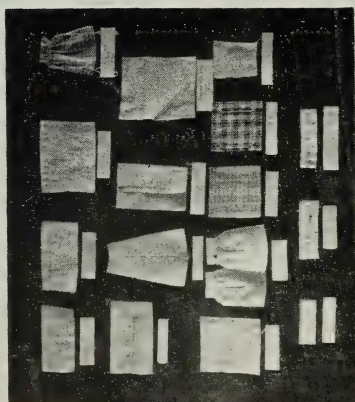
GARDEN AND OUTDOOR GYMNASIUM—KINDERGARTEN.

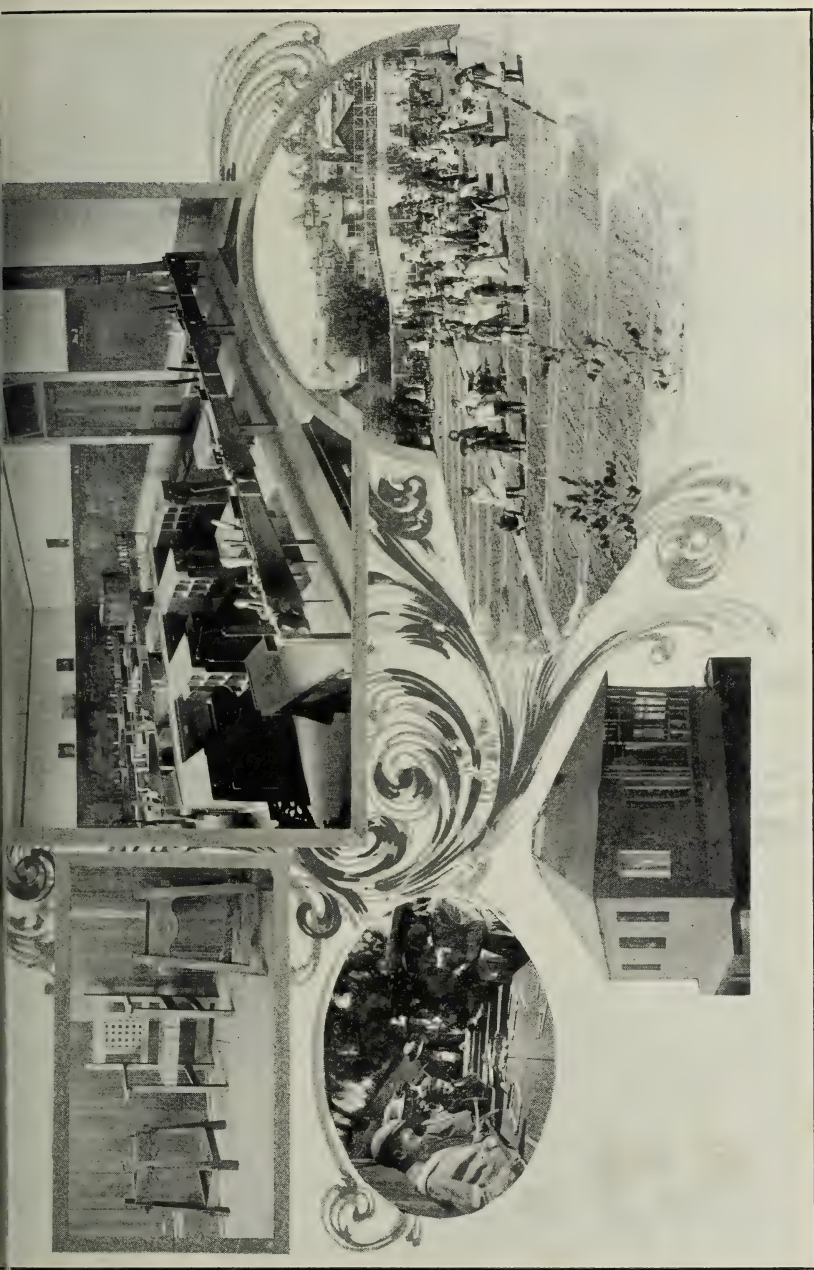
KINDERGARTEN TRAINING CLASS.
GARDEN FOR KINDERGARTEN.





GROUP OF TRAINING SCHOOL ROOMS.





Pupils at Work with Knife and Hammer.

House being Built by 7th Grade Boys.

Manual Training Room, Training School.
Garden for Training School.
SPECIMENS OF MANUAL TRAINING—TRAINING SCHOOL.

Library
of the
University of Illinois

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Letter
to the
Honorable [illegible]

nlH
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STATE NORMAL SCHOOL



CATALOG FOR THE YEAR
ENDING JUNE 30, 1905

LOS ANGELES
CALIFORNIA

Established
in 1881

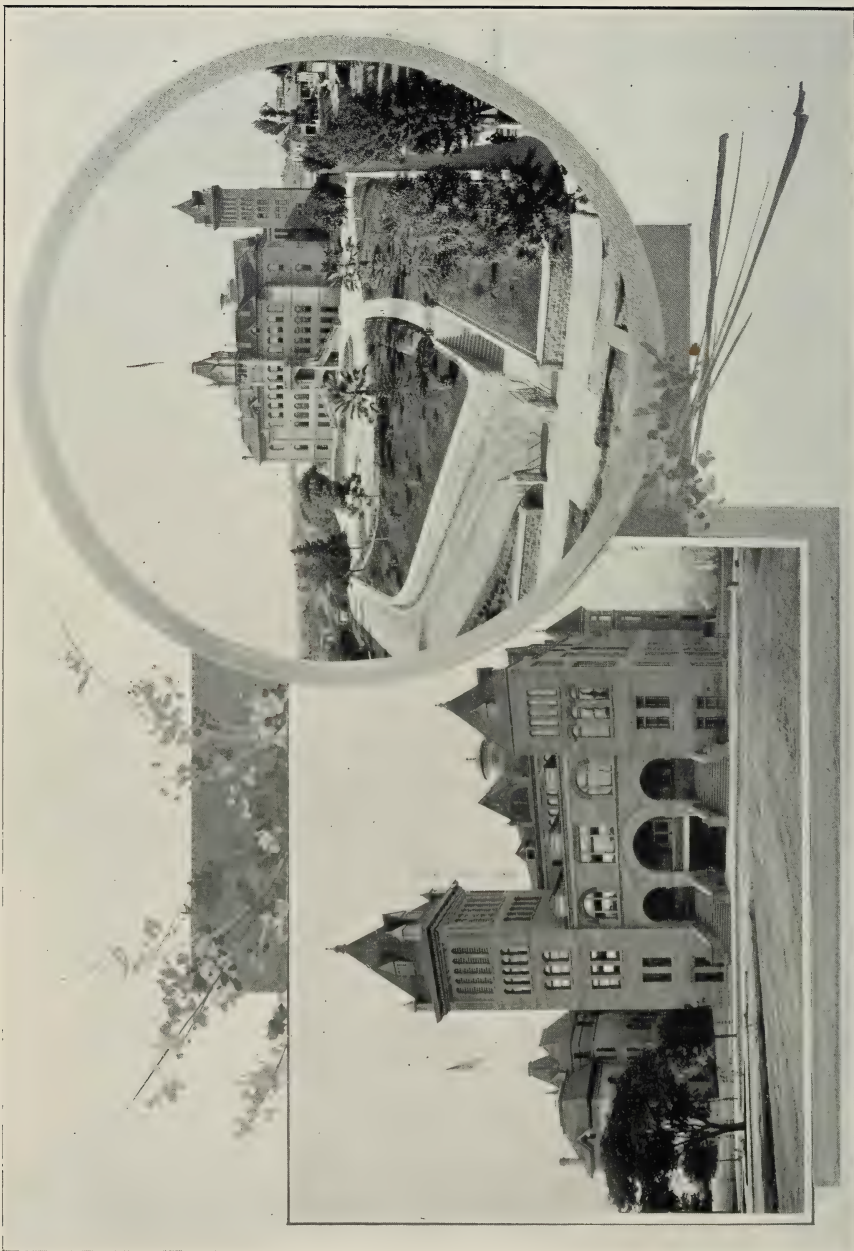
LIBRARY OF THE UNIVERSITY OF CALIFORNIA

JAN 25 1921





GENERAL VIEW OF LOS ANGELES NORMAL SCHOOL BUILDINGS AND GROUNDS



NORTH ENTRANCE
STATE NORMAL SCHOOL, LOS ANGELES, CAL.
EAST ENTRANCE

STATE NORMAL SCHOOL

LOS ANGELES
CALIFORNIA



TWENTY-THIRD ANNUAL CATALOG

FOR THE SCHOOL YEAR
ENDING JUNE 30, 1905

.... AND

CIRCULAR OF INFORMATION
FOR 1905-1906



SACRAMENTO : : : W. W. SHANNON
SUPERINTENDENT OF STATE PRINTING

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CALENDAR FOR 1905-1906

FIRST TERM

Examinations for admission, advanced standing, etc.,

Tuesday and Wednesday, September 5 and 6, 1905

Registration and classification,

Thursday and Friday, September 7 and 8, 1905

Class work begins - - - Monday morning, September 11, 1905

Holiday vacation begins - - Friday evening, December 15, 1905

Class work resumed - - - Tuesday morning, January 2, 1906

Term closes - - - - Thursday evening, February 1, 1906

SECOND TERM

Registration and classification,

Monday and Tuesday, February 5 and 6, 1906

Class work begins - - Wednesday morning, February 7, 1906

Spring vacation begins - - - Friday evening, April 6, 1906

Class work resumed - - - Monday morning, April 16, 1906

Second term closes - - - - Thursday, June 28, 1906

BOARD OF TRUSTEES

GEORGE C. PARDEE,	-	-	-	-	-	-	-	Governor
								Ex Officio
THOMAS J. KIRK,	-	-						Superintendent Public Instruction
								Ex Officio
CHARLES DWIGHT WILLARD,		-	-	-	-			Los Angeles
JOHN WASSON,	-	-	-	-	-	-	-	Pomona
LEWIS S. THORPE, M.D.,	-	-	-	-	-	-		Los Angeles
RICHARD MELROSE,	-	-	-	-	-	-	-	Anaheim
J. H. BRALY,	-	-	-	-	-	-	-	Los Angeles

OFFICERS OF THE BOARD

JOHN WASSON,	-	-	-	-	-	-	-	President
CHARLES DWIGHT WILLARD,	-	-	-	-				Vice-President
J. F. MILLSPAUGH,	-	-	-	-	-	-	-	Secretary

EXECUTIVE COMMITTEE

JOHN WASSON,	RICHARD MELROSE,
LEWIS S. THORPE, M.D.	

FACULTY

JESSE F. MILLSPAUGH, A.M., M.D., PRESIDENT,
School Economy and School Law

MELVILLE DOZIER, B.P.,
Mathematics

EVERETT SHEPARDSON, A.M.,
Psychology and Pedagogy

THOMAS R. CROSWELL, PH.D.,
Supervisor of Training School

SARAH P. MONKS, A.M., CURATOR OF MUSEUM,
Zoölogy and Botany

HARRIET E. DUNN, SECRETARY OF FACULTY,
History

AGNES ELLIOTT,
History

FRED ALLISON HOWE, LL.B., PH.D.,
Head of Department of English

JOSEPHINE E. SEAMAN,
English

ELLA G. WOOD, A.B.,
English

MAY A. ENGLISH,
Chemistry and Mathematics

JAMES F. CHAMBERLAIN, ED.B., S.B.,
Geography

KATHERINE GILL,
Reading

ADA M. LAUGHLIN,
Drawing

SARAH J. JACOBS,
Director of Physical Training

FREDERICK H. BEALS, A.M.,
Physics and Physiology

STATE NORMAL SCHOOL, LOS ANGELES

LOYE HOLMES MILLER, M.S.,
Biology and Nature Study

JESSIE B. ALLEN, PH.D.,
Psychology and History of Education

JENNIE HAGAN,
Music

JESSICA C. HAZZARD,
Domestic Science and Domestic Art

CHARLES M. MILLER,
Manual Training

MARGARET O'DONOUGHUE,
Private Secretary

ELIZABETH H. FARGO,
Librarian

JENNIE E. CONBOYE,
Assistant Librarian

KINDERGARTEN TRAINING DEPARTMENT

ISABEL FRENCH, *Director*

GAIL HARRISON, *Assistant*

TRAINING SCHOOL

Training Teachers

KATE F. OSGOOD, *City Principal*

HELEN C. MACKENZIE

CLARA M. PRESTON

CARRIE REEVES

ALBERTINA SMITH

ELIZABETH SULLIVAN

M. BELLE STEVER

EMPLOYEES

EDWIN P. CARR, *Engineer and Carpenter*

J. C. MAJOR, *Head Janitor*

THOMAS FARNHAM, *Gardener*

ROSCOE GUIN, E. A. CARLSON, HATTIE KARGER,
Assistant Janitors

HISTORICAL

In the winter of 1880-81, the Legislature of California appropriated fifty thousand dollars for the establishment of a State Normal School at Los Angeles. A commanding site, then thought rather too remote from the business district, but now almost in the heart of the city, was presented by the citizens.

With a faculty of three members and an enrollment of sixty-one students, the school opened under the supervision of C. J. Flatt as a branch of the State Normal School at San José, then the only normal school in California. At the close of the first term, the training school, established at the same time, numbered one hundred and twenty-six pupils in six grades, under the management of four teachers of the city school system.

At the beginning of the second year, Ira More, a man of wide experience in normal school work, was appointed Principal, and several new members were added to the faculty. Under his administration, the grounds, at first occupied by an orange and walnut orchard, were greatly improved, assuming much of their present beauty. During the first six or seven years of Principal More's service the school gradually but steadily increased in numbers and in facilities for effective work, its reputation as a training school for teachers becoming firmly established, largely through the professional success of its graduates.

The first class, consisting of twenty-two members, was graduated in June, 1884.

In 1887 the school became independent of the State Normal School at San José.

Until the year 1890, the only regular physical drill required of the students was a weekly exercise in calisthenics, intended rather as a preparation for teaching the subject than as a needed exercise. In that year what was probably the first normal school gymnasium in the United States was added to the equipment of the school, and a required course in physical training made a permanent feature of its work, materially increasing its effectiveness. Vocal music was introduced into the school at the beginning of its second year, and is now a required course, of equal importance with any other subject taught.

Principal More, having resigned his position in the summer of 1893, was succeeded by Edward T. Pierce, formerly President of the State Normal School at Chico. Among his first duties was the expenditure of a legislative appropriation of seventy-five thousand dollars for a much-

needed enlargement of the building. The improvements were completed in the course of a year, and involved not only a complete rearrangement of appointments, but also a widening of the scope, and a completer systemization of the work, of the institution. Laboratory methods were introduced wherever practicable; a chemical laboratory was built and equipped; and the manual training department, then a new feature of normal school work in the United States, was organized.

Among the changes brought about at this time were the uniting of the department of psychology and pedagogy with the superintendency of the Training School, and the lengthening of the course of study from three years to four.

In 1896 the kindergarten department was established for the training of teachers desiring to specialize in kindergarten teaching. A two years' course was provided, admitting graduates of accredited high schools and those who had completed the first two years of the normal school course. Graduates of this department have been in demand from the beginning.

The department of domestic science, providing practical training in cooking and sewing, was organized in 1900. In the following year the gymnasium was moved to its present position, enlarged by the addition of a number of rooms, and connected with the second floor of the main building by an elevated hallway. These changes made it practicable for the domestic science department to undertake the management of a lunch room for the use of members of the school, an innovation which has proved not only a great convenience, but an undoubted means of conserving the health of both teachers and students, and one that has occasioned no expense to the State.

At the beginning of the school year 1904-05, a change that had been contemplated for several years was effected. Formerly, students who had completed the work of the ninth grade were admitted to the four years' course of the Normal School; since February, 1904, only graduates of high schools approved by the State University have been regularly admitted, the work of the two preparatory years of the four years' course being discontinued. The admission requirements, explained in detail elsewhere, are substantially those of the State University.

After a period of eleven years of faithful and energetic service, during which time the Normal School work was improved in many ways, President Pierce resigned his position, the resignation to take effect June 30, 1904. In that year Jesse F. Millspaugh was called to the presidency of the school from a similar position in the State Normal School at Winona, Minnesota.

During its history the school has graduated 1,619 students, nearly all of whom have entered active teaching, the average length of service being approximately eight years. The number of students who have received instruction in the school is 3,692.

GENERAL INFORMATION

The Los Angeles Normal School was established and exists for the purpose of preparing teachers for the public schools of California. With this as its sole aim, the school admits to its classes those only who intend to serve as teachers. It offers its privileges, however, not only to properly qualified students who have not taught, but also to teachers of experience who desire either to pursue special studies further, or to complete one of the courses required for graduation.

To those who are fitted for it by nature and education, the career of teaching proves no disappointment. But they only can hope for success as teachers who combine with good health and good mental ability such other equally important qualities as industry, perseverance, and pleasing address; and who are animated by truly professional, as distinguished from commercial, ambitions. Those who are conscious of marked limitations in any of these directions are earnestly advised to pursue other vocations.

Conduct of Students

The school fixes few arbitrary rules or restrictive regulations. Such students only are admitted as are believed to have well-formed and correct habits. Both in the school and elsewhere they are expected to maintain the attitude and bearing of cultivated people and to be guided by principles of morality and honor.

The entire atmosphere of the institution is conducive to a feeling of responsibility and lofty purpose on the part of all students. Character, as the fundamentally important qualification of every teacher, is the result aimed at in all the governmental work of the school. Courtesy, politeness, and the usages of refined society, in general, are assiduously cultivated; but in a manner which does not lessen happiness and good cheer, qualities as necessary for the teacher as for the student.

Group Teachers

The government of the school is largely maintained, and the detail work of management carried forward, by means of the group-teacher system. The students are divided into groups, numbering in each from twenty to thirty. A teacher is assigned to the charge of each group. Several important offices fall to the duty of group teachers. They advise students in regard to their courses and make out the individual programs. They have direct charge of the students through the term and keep

themselves informed as to the work of each. They receive reports of attendance, tardiness, and temporary absence, and hold students responsible for a lack of performance of duty. They meet all students in their respective groups as circumstances require to receive reports and give general advice and directions.

Students in trouble or in need of advice go first to their group teacher, who assists them when consistent with the regulations of the school. In this way the difficulties often attendant on the education of large bodies of students are mostly avoided, as each one receives attention from some special teacher as often as it is needed, whether in case of discipline, sickness, or furtherance of school work.

Expenses

There is no charge for tuition. Books cost on an average about \$5.00 per term; instruments, stationery, and material for individual use, from \$5.00 to \$12.00 for the two years. The cost of working materials for ordinary use in all departments, including the library fee formerly charged, is met by payments of \$1.00 at the opening of each term, aggregating \$4.00 for the two years. The only additional outlay incidental to attendance is the possible charge incurred for breakage, loss or injury of books, etc.

Board, including room, in which two persons share, light and heat, in private families, costs from \$18.00 to \$25.00 per month. Living expenses may be reduced by students who rent rooms and board themselves. Rooms for this purpose, intended for two students, can be obtained at from \$10.00 to \$15.00 per month. Though expenses may in this way be lessened, the plan is not recommended, except in cases of necessity. There are many good opportunities for really capable students to meet part or all their living expenses by assisting in the house-work of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take a half-year or a year longer to complete the course and thus avoid the danger of overwork.

Non-resident students are required to have rooms and board in places approved by the faculty. Before engaging rooms or board, therefore, such students should consult the Secretary of the Faculty, receive from her a list of approved homes from which to make selection, or confer with her concerning proposed arrangements. To meet students for this purpose she will be in attendance at the building during the entire week preceding the opening of school each term.

Social Life and Miscellaneous Opportunities

There are the societies customary in schools of this class—Christian Associations, Glee Clubs, Tennis Clubs, Athletic Clubs, etc.—for the

promotion of literary, religious, and social life, and for the amusement of students. Everything consistent with the main purpose of the school is done by the faculty to make the social life of students as pleasant and varied as possible.

In connection with the regular class work in music, the entire school is included in a grand chorus, which meets for a definite period every day for instruction in the methods of chorus work, interpretation of musical masterpieces, and practice in group singing.

In addition to the regularly prescribed work in the department of reading and expression, public rhetorical exercises are held at fortnightly intervals throughout the year. These exercises are of great variety and, aside from the instruction and entertainment which they furnish, afford valuable training in public speaking, declamation, recitation, dramatic expression, etc.

During each year, with such frequency as seems desirable, lectures and addresses are given before the entire school by men of note as public speakers, generally without expense to students. In the same way a few choice musical entertainments are arranged for.

The library of the school contains some 14,000 volumes of carefully selected books, a large number of pamphlets, and the leading magazines, literary and educational. In addition to this the large public library of the city is near at hand and open for the free use of students.

Graduation

To graduate, one must be at least eighteen years old, have been not less than one year in the school, have passed creditably in all the studies of the prescribed course, and have shown, by actual and continued teaching in the Training School, ability and fitness for governing and teaching.

Legal Status of Graduates from the State Normal Schools of California

School Law of California:—Section 1503. (1) The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the course of study and training prescribed, diplomas of graduation, either from the normal department or the kindergarten department, or both.

(2) Such diploma from the normal department shall entitle the holder thereof to a certificate corresponding in grade to the grade of the diploma from any County, or City and County, Board of Education in the State. One from the kindergarten department shall entitle the holder to a certificate to teach any kindergarten class of any primary school in the State.

The first certificate referred to is the elementary certificate entitling the holder to teach in any primary or grammar school in California.

The Relation of the State Normal School to the State University and to the Leland Stanford University

1. Under arrangements now existing, graduates of the state normal schools who are also graduates of accredited high schools and who are specially recommended by the normal school faculties, may enter either of the above universities with a credit of 30 units, and thus be entitled to complete their college course in three years. Under this arrangement, young men and women of ability are enabled to complete both the normal and the university courses in five instead of six years as formerly.

2. Plans are nearly matured by which an optional third year of work will be offered. This innovation will place the school abreast of the most advanced normal schools of the country. Among others, two especially important purposes will be subserved: Primarily, it will furnish students opportunity to enlarge their acquaintance with subjects organically related to those which they will be called upon to teach, and thus directly strengthen their preparation; it will give the broader outlook so much needed by all instructors of youth; it will more perfectly develop that scholarship and culture and breadth of interest which are the true sources of every inspiring teacher's power. It is believed that the increased teaching efficiency thus developed will more than compensate students for the additional time and expense required to complete the extended course. Secondarily, students who are ambitious to give themselves the benefit of both normal school and university training will be able to accomplish that purpose in the most economical way. The proposed course will include all the pedagogical work and training now offered and will at the same time so articulate with the work of the first two years at the university as to meet the requirements of the freshman and sophomore years. Aside from the fact that to residents of Southern California, especially, the expense required to complete the two courses in this manner would be little if any greater than that of a university course alone, there can be no doubt that for the prospective teacher the plan carries with it such other especial advantages as to commend it strongly to all who intend to make teaching a profession.

Since the two courses will be practically the same during the first year, choice will not need to be made on admission; it may be deferred until students have had opportunity to acquire some interest in the study of education and to ascertain something of their aptitude for it. It is now hoped that the new plan may become operative on the opening of the next school year, September, 1905.

CONDITIONS OF ADMISSION

Applicants for admission must be sixteen years of age and of good personality. They must also present evidence of good health, of sound moral character, and of the necessary preparation to meet the requirements of the course of study.

Character

Before registration each applicant must present a certificate of good moral character, signed by the County or the City Superintendent of Schools, the Principal under whom the high school course was taken, or any other two reputable and permanent residents of the district from which the student comes.

Health

According to a regulation of the Board of Trustees, each applicant must furnish evidence of being strong physically and free from chronic defects that would prevent successful work in the school or would militate against his or her fitness as a teacher of children. On admission, therefore, each student will be required to present a physician's certificate showing good health and freedom from physical defect. This, if desired, may be made out by the family physician according to the form furnished by the school.

Students must present certificates of vaccination, or be vaccinated as soon as possible after entering.

Forms of certificates relating to character, health, and vaccination will be found in the appendix.

Declaration of Intention to Teach in California

On entering the school students are required to make and sign the following declaration:

I hereby declare that my purpose in entering the school is to fit myself for teaching, and that I intend to teach in the public schools of California.

Scholastic Requirements for Admission

The scholastic requirements for admission may be met in several ways:

I. The school admits graduates of accredited California high schools

who present recommendations acceptable to the State University to the extent of fifteen credits, distributed as follows:

(a) Required:

	CREDITS.
A Oral and Written Expression.	
1 English, elementary.....	2
2 Plane Geometry.....	1
3 Algebra Through Quadratics.....	1
5 History and Government U. S.	1
10a Greek History.....	$\frac{1}{2}$
10b Roman History.....	$\frac{1}{2}$
11 Physics.....	1

7

(b) Any two credits from the following:

8 Greek (two years).....	2	}	2
14a English, advanced.....	1		
14b English, advanced.....	1		
15a French (two years).....	2		
15b German (two years).....	2		

*(c) Any one credit from the following:

12c Botany.....	1	}	1
12d Zoölogy.....	1		
Physiology.....	1		

(d) Any five credits from the following, not included above:

4a, 4b Algebraic Theory and Solid Geometry.....	1	}	5
6 Latin, elementary (two years) ..	2		
7 Latin, advanced (two years)....	2		
8 Greek (two years).....	2		
9 Greek (one year).....	1		
12a ¹ , 12a ² Synthetic Geometry and Trignometry.....	1		
12a ³ , 12a ⁴ Advanced Algebra.....	1		
12b Chemistry.....	1		
12c Botany.....	1		
12d Zoölogy.....	1		
12e Physical Geography.....	1		
13a Medieval and Modern History ..	1		
13b English History.....	1		
14a, 14b English, advanced.....	2		
15a French (two years).....	2		
15b German (two years).....	2		
15c Spanish (two years).....	2		

Total 15

* Candidates not offering Physiology will be expected to include this study in their Normal Course, Botany or Zoölogy being accepted in lieu of the Biology of the school curriculum.

NOTE 1.—Each unit of credit represents five hours of work a week for one year.

NOTE 2.—The numbers at the left are those used in the catalog of the University of California to designate the subjects accepted for admission to that institution.

II. Admission is granted to candidates who are able to show either by examination or by acceptable credentials from private secondary schools or high schools of other states, qualifications fully equivalent to those set forth under I. Until deficiencies have been removed by further study, however, examinations will not be given to high school graduates in subjects in which they have failed to secure recommendations to the University.

III. Holders of California teachers' certificates of the grammar grade or of certificates of first grade from other states, who have taught with ability and success for two or more years, will be admitted to regular courses. Such students will, before graduation, be required to make good any deficiencies in their preliminary training whose existence their work in this school may reveal.

IV. Any teachers of experience, not candidates for graduation, who give evidence of their preparation to enter regular classes will be admitted to the school as visiting teachers for the purpose of doing special work. Their choice of subjects in all cases will be made with the approval of the Committee on Visiting Teachers.

V. Credits obtained in the state normal schools of California or other states are honored for the work represented by them.

VI. Credits offered by undergraduates of colleges and universities of good standing are accepted so far as they cover the work corresponding to that of the regular course of study.

VII. Special courses arranged to include a maximum amount of pedagogical study and training school practice are open to graduates of colleges and universities referred to in VI. One year's satisfactory work is necessary to obtain the diploma of the school.

VIII. Graduates of the State University, of Leland Stanford Junior University, and of other universities belonging to the Association of American Universities, whose courses of study did not include the minimum amount of pedagogy prescribed by the State Board of Education of this State, will be admitted for the purpose of meeting the requirements of the State Board of Education for certification as high school teachers, in accordance with the resolution adopted by that Board on January 19, 1905, which is as follows:

As a temporary measure until the universities of this State establish well-equipped training schools for the preparation of high school teachers, graduates of universities named under List I in Rule 1, Bulletin No. 37, Department of Education of the State of California, who present evidence of sufficiently broad general scholarship and submit

a certificate showing that they have successfully pursued courses in the training department of any one of the California State Normal Schools, with accompanying training school experience for a period of one-half year, are deemed eligible for a high school certificate under Rule 1.

IX. Students who are unable to bring credits from other schools, but who satisfy the President that they have successfully pursued subjects included in their course under approved conditions and for sufficient time, will be given proper admission or advanced standing on sustaining satisfactory examination in such subjects.

All credits for advanced standing will be considered provisional for the first term of attendance. If during this period students who have presented them carry their work acceptably such credits will be entered as fully accepted.

General Information Relative to Admission and Classification

The number of terms indicated as necessary to complete the courses of study of the school is that required, *if the student has been admitted without condition and neither falls behind nor gains time in his course.* For various reasons some students require more than schedule time to meet satisfactorily all requirements. Unless admitted with some advanced credits, it is seldom possible for students to complete the course in less than the prescribed time.

Students are admitted either for the full, or for partial, courses at the beginning of either term, without disadvantage in classification. But, since the course of study is regularly completed in two years, and the demand for teachers is generally somewhat greater in September than in February, it is better to enter the school at the opening of the fall term, if employment in the public schools immediately after graduation is desired.

In no case can advanced standing be obtained upon credits received from high schools. When, however, it is shown that a subject, other than pedagogical, included in the course has been satisfactorily completed in a secondary school, substitution of some other subject not regularly appearing in the course may be made. In order to meet such cases and also, as perfectly as possible, to adapt conditions to the needs of students admitted to advanced standing, a limited number of subjects not regularly appearing in the course will be offered. These subjects will, in the main, be confined to advanced studies in education.

On account of the very great importance, in teaching, of clear and correct expression, both oral and written, students who are not able to meet reasonable expectations in this respect will be assigned to special

classes in English composition for the purpose of removing the deficiency.

Note should be taken of the days fixed by the calendar for examinations for admission, for advanced standing, and for the removal of conditions. New students and former students whose programs are irregular should report *promptly on the first of the two days assigned by the calendar for registration; others on the second day. After the opening week* no student will be registered whose delay is not occasioned by reasons approved by the President. In case, therefore, any student is prevented by illness or other emergency from appearing on the opening day, he should, *in every case*, write the President, giving the cause of detention and mentioning the day of his expected arrival.

COURSES OF STUDY

I. GENERAL PROFESSIONAL COURSE

FIRST YEAR

First term—Junior B

Observation in Training School	1
Biology or Physiology	4
Literature and Composition	4
Geography	4
Reading	2
Drawing	3
Music	2
Physical Training	2

Second term—Junior A

Observation in Training School	1
Psychology and Neurology	6
Grammar	3
History	4
Reading	2
Drawing	2
Music	2
Physical Training	2

SECOND YEAR

First term—Senior B

Teaching and Observation	5
Pedagogy and Study of Children	5
Arithmetic	4
Nature Study	2
Music	2
Sloyd or Sewing	2
Physical Training	2

Second term—Senior A

Teaching and Observation	8
Educational Movements and Theories	3
School Law and Economy	2
Nature Study	3
Literature	3
Sloyd or Cooking	3

II. KINDERGARTEN TRAINING COURSE

FIRST YEAR

First term—Junior B

Literature and Composition	4
Biology	4
Reading	2
Music	2
Drawing	3
Kindergarten Theory	5
Observation	2

Second term—Junior A

Grammar	3
Nature Study	3
Reading	2
Music	2
Psychology	6
Kindergarten Theory	5
Observation	1

SECOND YEAR

First term—Senior B

Pedagogy and Study of Children	5
Music	1
Kindergarten Theory	4
Practice in Kindergarten	12

Second term—Senior A

Educational Movements and Theories	3
Music	1
Kindergarten Theory	6
Practice in Kindergarten	12

EXPLANATION OF COURSES OF STUDY

Each of the two courses offered, the General Professional Course and the Kindergarten Training Course, covers two years of study and is designed to prepare students for their future work, both by supplementing their knowledge and by giving them effective training in the essentials of teaching. The content of the course, the methods of presentation, the library and laboratory equipment, and the administration of the school generally are all determined by this aim. Certain subjects are taught whose connection with future teaching may not at first thought seem to be close; but all of these by promoting the teacher's general culture in directions where greatest need exists, directly increase his efficiency and enlarge his influence.

COURSE I—GENERAL PROFESSIONAL COURSE

PSYCHOLOGY AND EDUCATION

The center of the distinctively professional training is experience in teaching. Subsidiary to this is the study of educational principles, psychological, sociological, and historical. Instruction is given in psychology, study of children, general pedagogy, school hygiene, school management, school law, educational movements and theories. Psychology is studied in the second term of the first year. It is preceded in the first term by a course in general biology in which special emphasis is placed upon the development and the functions of the nervous system. The object is to familiarize students with certain ground common to physiology and psychology as preparation for effective study of psychology. Psychology is followed, in the first term of the second year, by the study of children and general pedagogy, complementary courses, carried on simultaneously with the first work in teaching. In the last term systematic instruction is given in school management and school law, history of education and special methods. Attention is given to school hygiene in connection with psychology, pedagogy, and school management. Practical problems of the class-room are treated in a series of special conferences with the graduating class.

Students work in the Training School throughout the last year. During the first year, also, one period per week is assigned to observation

under direction of the supervisor. The observation is followed by conference and discussion under the same direction.

Following is a summary of the work in each of the professional subjects:—

Educational Psychology

Six hours per week for a term are given to class work in this subject. The course aims to give (1) a training in the observation of mental processes; (2) a knowledge of fundamental facts of experience; (3) ability to control experience. The biological point of view is taken, and the mind studied as the center of adjustment of individual to environment. The relation of the teacher's mind to that of the child, and ways of making the contact between mind and mind most valuable, are constantly emphasized. For the course in psychology, physiology is a prerequisite.

Educational Movements and Theories

Three periods per week for a term are devoted to the subject. The course comprehends an historical survey beginning with the Spartan and Socratic Schools, and the problems they present. A view of the great movements following the Dark Ages leads to a study of Comenius, Rousseau, Froebel, Herbart, and other great theorists. Theoretical and practical solutions of modern problems of discipline, curriculum, organization, and methods are studied with special reference to present conditions and situations.

The purpose of this course is so to summarize the two years' work of the student that its true interrelations may be seen; to link the work of the Training School more closely with that of the Normal department; and to present problems in a vital way in order that students while profiting by the theories and practices of their predecessors in the profession, may also engage in a living process and contribute to its growth and development.

Study of Children

Recitations in the study of children occur three periods each week during the first term of the second year. This study is contemporary with the first practice teaching, when the students feel greatly the need of a knowledge of children. While teaching they have an opportunity to observe children's characteristics, and both the teaching and the study of children are vitalized by this connection.

Much of the literature of the subject is reviewed, and reports of the individual observations of children that are made by the students are utilized to illustrate the characteristics of children. Besides the general work of the course, each student is expected to make an individual intensive study of a special topic.

It is hoped that students will come to see the formative period of life both as a continuous development and as a succession of stages, and to recognize some of the practical implications of this view. Endeavor is made to build up, in their minds, clear ideas of the child of different ages from kindergarten to high school; to acquaint them with certain established facts and principles of mental and physical growth; to help them recognize types and individual differences among children; to teach them to notice, interpret, and deal properly with defects; and above all, to cultivate in them genuine sympathy with children, unperverted by mawkishness or affectation.

Pedagogy

One hour a week the first year is devoted to observation of teaching, and to the discussion of related work; two hours a week in the first term of the senior year, when the practice teaching begins, to a study of the general principles of education; and one hour the second term, to the practical guidance of the teachers in training. By this arrangement the work in pedagogy has a theoretical basis, but is correlated very closely and practically with the teaching experience. The psychology of teaching and learning is studied in detail; teaching processes and methods are analyzed; discipline is discussed thoroughly; and the meaning and aim of education, the value of studies, and the relation of the school to other social institutions are considered.

School Economy, School Hygiene, and School Law

These subjects are considered during the last term. In the former as much practical assistance and direction as possible are given. It is important that graduates know how to organize, conduct, and govern a school. While there is much that they must learn from experience, and can learn in this way only, they should be masters of the situation from the beginning as fully as are young graduates from other professional schools in regard to their special work. They must know "what to do, when to do it, and how to do it."

The study of these subjects involves recitations, conferences, reports on library readings, and lectures which deal with certain aspects not ordinarily treated in available books. Among the topics dealt with the following are prominent: The teacher—his qualifications, responsibilities, and duties; his relations to the community; professional ethics. School employments—study, recitation, recesses and recreations, tests and examinations. School organization—opening the school, the daily program, course of study, classification, gradation, and promotion. School government and discipline. School grounds, buildings, furniture, apparatus. Heating, lighting, and ventilation. Hygiene of school occupations and studies. School diseases. The school law of California.

ENGLISH

The two lines of English work—language and literature—are carried on throughout the course, and so correlated that each may supplement and reinforce the other. Much emphasis is placed on practical knowledge of the fundamental principles of grammar and composition; on clear thought and pointed expression; on acquiring some appreciation of the best literature and a genuine enthusiasm for good reading. The course aims also to secure on the part of the student-teacher sympathy with child-nature, insight into its needs and the means of satisfying them, resourcefulness, and power of initiative.

The facilities for English study are already good and are improving year by year. The library is supplied with reference books on language, literature, and methods, and with an excellent assortment of works in general literature. In many cases sets of duplicates afford copies enough to supply entire classes in both the Normal and the Training School. Several hundred prints and photographs furnish illustrative material for the study of mythology and general literature.

Composition

Four periods per week during one term are given to class work in composition. The purpose of the course is to help students acquire good habits of speech and written language, and to acquaint them with some principles of teaching the subject. Rhetoric is studied not as a science but as the art of adapting discourse to subject, reader, occasion, and purpose. Principles are sought rather than rules; form is viewed as determined by clear thinking and genuine feeling about subject-matter. The students are encouraged to avoid bookishness as well as vulgarisms, to seek individuality, naturalness, and energy of expression, and to cultivate a habit of self-criticism. Attention is given to oral composition, to the correction and marking of papers, and to questions of method. Daily exercises in writing are provided for; the analyzing and outlining of subjects, and the preparation of themes in the leading literary forms are required throughout the course.

As illustrations of principles rather than as "models," a number of prose masterpieces are read and studied in connection with the practice in composition. It is found that such study gives impetus to the written work, and through the cultivation of right literary judgment is a helpful means to effective self-expression.

Grammar

The course in English grammar covers three periods a week for a term of twenty weeks, and consists of a comprehensive review with direct reference to the teaching of language and grammar in elementary schools. The students are led to observe the facts of language for them-

selves; to distinguish between the essential and the non-essential; and to see in their own experience the value of clear explanation, apt illustration, and exact statement. While the course comprises such study of grammatical forms as is essential, it is based on the idea that grammar is concrete logic; that the study of the sentence and the parts of speech, especially in a language almost without inflections, should be logical rather than formal. Consequently much attention is given to such methods of sentence analysis as show that the classes of words are determined by the nature of ideas; that the elements of the sentence correspond to the elements of the thought; and that the puzzling variety of word, phrase, and clause relations arises from the variety and complexity of thought itself. This method of approach renders the review a new view, and not only prepares the student to teach with intelligence and interest a subject frequently regarded as dry and unfruitful, but enables him to base the language work of the lower grades on a sound grammatical foundation.

Literature

Three hours per week for ten weeks are given to the discussion of literature for the common schools. Emphasis is laid upon the nature of literature, its function in human life, the purpose of literary study, the nature of children (their tastes and interests in the successive periods of their mental growth, some of the theories concerning the course and stages of their development, the question of correspondences of these to racial development, etc.), and the best material in prose and verse for use in the various grades. The aim of the course is to give the student a realization of the power of literature in the hands of an intelligent teacher, and definite principles by which this power may be directed toward satisfying the needs of the child.

The remaining ten weeks of the term are devoted to two lines of work: (1) In the recitation hour the class read some poem of acknowledged merit, illustrative of the age in which it was written or of the character of its author; as, for example, Wordsworth's *Prelude*, using it as a starting point for discussion and investigation of the literary conditions of the time, of prevalent philosophical ideals, of its relation to the work of contemporary authors, and similar problems. (2) The students select for private reading such materials from a suggested list as will supplement their knowledge of English masterpieces. The aim of the course is to widen the student's horizon, to give him a deeper acquaintance with some of our noblest literature, and to equip him with a livelier and more vital appreciation of good reading.

HISTORY

Upon the assumption that entering students have had in their respective high schools from two to four years of study of this subject, a review course in history is offered, with especial reference to the needs of the teachers in the public schools.

A review of great periods of Ancient and Mediæval history is accompanied by a discussion of the course of study for the grades below the seventh. An historical account of the Greeks and Romans and of their gifts to civilization and the stories of the Middle Ages and of English history are used to show the possibilities of such material as a basis for history in the grades. Those activities of the Renaissance which have especial bearing upon the discovery of America are noted, that the student may be prepared to teach American history with its proper European setting.

Methods of teaching are presented in connection with each period studied, discussion being based upon the student's observation in the Training School.

In the United States history, while methods of teaching are still considered, more attention is given to library research and intensive study of certain important phases of the subject, that deeper scholarship may result. Emphasis is placed upon the industrial development of the nation, especially the application of science to industry, the effect of inventions, and the conditions of the nineteenth century explaining the present relations between labor and capital. These, with certain problems of civics, are carefully considered with a view to awakening teachers to the importance of acquiring information upon the great questions of the day in order that their pupils may go from the school-room into active life better prepared to exercise the right and duties of citizenship.

READING

The aim of the course in reading is twofold : to help the student to an appreciation of good literature, and to develop ability to express thought through a correct use of the voice. Constant effort is made to overcome incorrect habits of enunciation and articulation, to develop a fair quality of voice, and to establish a natural manner in speaking and reading. Care is taken to avoid two opposite faults : one, that of relying on mere technical training ; the other, that of relying for right expression upon mere sympathy with the ideas of an author.

In the teaching of reading, analysis and technique go hand in hand. In the brief time given to the subject, the first half of the term is devoted to correcting, through study and practice of the elements of speech, the most common faulty habits, poor articulation and poor quality, and increasing vocal power, through the management of the breath. In the

last half of the term the main purpose is so to train the student in the appreciation of the best in literature that he may read it with proper expression.

Recitals

In addition to the regular class work in reading, opportunity is given to each pupil to take part in one or more public recitals. Careful preparation is made for this work, so that the pupil may not be overcome by self-consciousness or embarrassment, but may express himself as effectively as possible through all of the natural avenues of expression. This work before public audiences is considered helpful in securing poise and confidence.

As only the best literature is used for such recitals, the entire school, in the course of a year, becomes familiar with a considerable portion of an important field.

GEOGRAPHY

The life of man is profoundly influenced by his environment. The distribution of temperature and moisture determines, in large measure, the character of his food, clothing, shelter, occupations, and mental development. The topography of the land and its natural resources influence the location of cities, the lines of transportation, and industrial and social conditions. Man reacts upon his environment, partially overcoming it and adapting it to his needs. Through these innumerable and long continued responses much of human progress has come.

Vital mutual relations between the earth and its life must always exist. The study of these relations, with particular reference to human life, is geography. The special purpose of the geography undertaken in the Normal School is to enable the student to work out these relations, to grasp geographic principles and apply them in his own immediate vicinity and in other areas, and to prepare him to teach the subject in the public schools of the State.

Two courses in geography are offered. Graduates of high schools who have successfully pursued the study of physical geography for one year, and who present evidence of having done a sufficient amount of laboratory and field work, will be accredited in this subject. Such students will be given a course in general geography. This course consists of an intensive study of North America in the light of the application of physiography. The influence of geology, topography, soil, and climate upon industrial and social development is carefully worked out.

Students who have not had the high school preparation indicated above will be given a brief course in physical geography, followed by one in general geography. A large number of carefully planned laboratory and field exercises accompany and give meaning to the text-book

work in physical geography. The course in general geography follows the same line as that offered to advanced students, but is less fully expanded.

BIOLOGY

The work in this department includes various studies of animal and plant life selected with special reference to their value to prospective teachers. For them a general perspective of life and living processes, some training in scientific methods of study, and a knowledge of the elements of physiology and of the common forms of animal and plant life are considered more practical than an intensive and detailed study of any one branch of biology.

The laboratories are well equipped and arranged to carry out the work undertaken. In addition to the usual equipment of a well-appointed laboratory, consisting of microscopes, dissecting instruments, models, reagents, microtome, projecting apparatus, etc., there is a fairly complete series of slides, in sets of thirty-six, illustrating the most important points of minute structure of plants and animals; also a museum containing good collections of botanical, zoölogical, paleontological, and geological specimens. Working collections of typical local plants and animals selected with special reference to their life-histories and adaptations are being prepared.

The library is well supplied with the best reference books on all phases of the subject. Many of the standard works are duplicated with from two to fifteen copies.

The general aims of the course are as follows:

- (a) Employment of scientific methods of observation and expression.
- (b) Contribution to general culture of students by giving them an outline of subject-matter which shall form a basis for further study of nature. The following aspects receive attention: the form and structure of living organisms; their physiology and ecology; their development and relationship; their economic relations to man.
- (c) Practical foundation for intelligent direction of nature studies in the grades.

One term each of general biology and nature study is given.

General Biology

Students admitted to this course have had elementary physiology and one year's work in either physics or chemistry (usually both). In accordance with the general aims already stated, it is intended to give the student as broad a view of the subject as possible. The principles common to all forms of life, especially fundamental physiological processes, factors of evolution, introductory facts of embryology, etc., are emphasized.

Nature Study

This course includes presentation of the pedagogical, or child-study, basis for the subject, review of the great facts of animal and plant life which must be kept in mind in teaching, and a discussion of the course in actual operation in the Training School.

In the Training School, nature study runs through the first six years, making the child familiar with most of the common animals and plants found in this locality. Gardens, so subdivided that each child has an individual garden (3 by 5 feet), and a full equipment of all kinds of garden tools are provided.

Practical results are aimed at throughout. A complete study of the school environment is undertaken. The practical character of the work may be seen from the subjoined partial list of subject-matter: making, stocking, and caring for marine and fresh-water aquaria; life-histories and care of such animals as toads and salamanders; life-histories of common insects, particularly the harmful ones, which are studied alive in vivaria and the stages of which are arranged and mounted; preparation of bird-lists and collection of data as to their feeding and nesting habits, etc.; preparation and care of small gardens where flowers and vegetables are grown; field excursions to points of interest about Los Angeles; reviews of the most important literature on nature study; topics and methods for physiology in the grades.

PHYSICS

This subject is offered to those students who have not yet completed the subject as outlined in the old four-year course and to those who enter the Normal School without full credit in the same. The work in physics covers the elements of mechanics, sound, heat, light, and electricity. The essential laws and principles are thoroughly studied, being first taken up experimentally in the laboratory, and later discussed and applied in the recitation, where such related facts are added as widen the student's view. Numerous problems are given requiring the student to reason carefully, think vigorously, and apply knowledge gained. Each student keeps a neat and well-written notebook containing the observations and results of the experiments and such individual discussions and conclusions as are required to explain properly what has been obtained. Accuracy of observation and of expression are considered essential. Careless manipulation of apparatus and routine following of "steps in the process" are not permitted; each student is expected to think independently, logically, and conclusively upon the phenomena observed and the results obtained. The proof of a formula or the establishment of a rule is considered of comparatively small value. It is, however, greatly desired that the student shall apply knowledge

already acquired to the forces, devices, and inventions everywhere surrounding him and the man of affairs. The principles of physics are practically applied in many ways to the material world outside the school, and are also correlated with geography, nature study, and physiology, which the student is preparing to teach. Excursions are made to power-houses, shops, and manufacturing plants to show the close relation between the simple statement of the principle and the vital, human, economic application. The work is made as concrete and practical as possible, and the student is led to see that man in his increasing control of the forces of nature is thereby increasing the material progress of civilization. Principles and applications of wide range are studied with reference to their fitness for work with children. Some apparatus is made by the students themselves, whenever practicable, to enable them the better to construct for themselves simple pieces to be used in the grades. Some sound knowledge of geometry and algebra, as well as of arithmetic, is necessary to a proper comprehension of the quantitative relations of physics.

ARITHMETIC

The Normal School aims to give sufficient training in arithmetic—review, reorganization, and revivification of subject-matter—and sufficient knowledge of the psychology of number and methods of presentation to fit its graduates to teach arithmetic intelligently and effectively in the public schools.

The fact that mathematics is a unit, that there are branches growing out of the main trunk, but that they are not distinct, separate, is emphasized. Algebraic, geometric, and arithmetic solutions of problems are given side by side. The constant endeavor is to broaden the student's view in regard to suitable material for grade work. Each new topic introduced is traced to its source; its relation to, and natural development from, the old is shown: some of the topics are studied exhaustively, as ratio; some are considered but slightly, as compound quantities; some are ignored, as averages and exchange.

Problems fresh in material and phraseology are chosen for the purpose of presenting new aspects of old subjects, and of placing known principles in different perspective. Many of these review problems are formulated in the class-room and are intended to embody the quantitative side of the work and the play of the world; they are made as much as possible the vehicle of useful information regarding science, business, and public works.

The growth of arithmetic as a subject of school instruction is traced historically, and some knowledge of the great teachers of arithmetic, their methods and their influence, is given.

PHYSIOLOGY AND HYGIENE.

This subject is taught with the idea in view that it has intense, practical value when applied individually to daily human life, because the health and strength of the pupil are dependent largely upon the early formation of right habits, in which the intelligent teacher has a part. To give the student adequate training for the teaching of physiology in the grades, the subject is made as definite, systematic, and concrete as possible. The care of the body and the wider applications of hygiene are made the main end; but, for a solid foundation, a thorough knowledge of anatomy and physiology as such is essential. The student performs for himself the classical experiments within his comprehension and facilities, which are the basis of the science. Laboratory experiments occupy a prominent place in the course, and such experiments are given and suggested as are adapted to children. Personal observation is indispensable. Each student keeps a notebook in which are recorded observations and results of experiments. The care of the body is no longer based upon superstition or tradition. This is not a course in medicine, but one that deals with practical problems of great moment in the care of the body, the school-room, the home, with general public hygiene and sanitation, and with methods of teaching. Some of the facts that have led to a longer "expectation of life" than among our forefathers should be taught to the youth of to-day. In view of the fact that a large proportion of our inhabitants yearly die of germ diseases, it is believed that the intelligent study of bacteria and ventilation is important. Food and digestion are likewise important subjects, and are studied from the modern scientific standpoint, beginning with the experiment. Emphasis is placed upon the importance of proper exercise, bathing, and clothing, care of the teeth, eyes, and voice, what to do in emergencies, and the necessity of temperance in all things. The nervous system, with a view to its bearing on psychology, is carefully studied. The various organs and systems of the body receive attention according to their relative values. Without a thorough training in this subject the teacher can not arouse the interest of pupils and impart to them sufficient knowledge of the care of their bodies to insure their future usefulness.

There is close relation between the teaching of physiology and the work of the Training School. The teaching of the subject in the grades finds its illustration in the various classes of that department. Preparation of material for such instruction, the making of lesson outlines, observation and discussion of class-work, and the teaching of the subject as opportunity permits are required at appropriate times in connection with and following the course.

MUSIC

The work in music done in the Training School and that done in the Normal course are so closely identified that constant reference to the procedure in the Training School is necessary for an understanding of the spirit and method of the instruction given to the students.

In the belief that music, to be an element of real value in the elementary school, must be dealt with more and more from the *music* or art side, this department aims to give the students from the beginning *song life*—as expressed in tone exercises, rhythms, or song stories.

The paramount aim in handling children's voices is to keep interest alive, and, through this aliveness, to preserve the unconscious light tone that belongs to the natural child. Care of the children's voices must result in care of the teacher's voice; the use of the voice in frequent example for the children making it more tuneful, rhythmic, and sympathetic.

Though the science side of music is not necessarily neglected, it is maintained that this is not the essential in any special grade. The grade that is ready to do formal sight reading is any grade where the tone is light, true, and musical, where the interpretative instinct of the children has been aroused, and where the teacher is strong enough to keep these voice and heart qualities in the study of staff notation.

Each new difficulty—time, tune, chromatic, major or minor—is presented to the children through ear, voice, and eye: first, the teacher sings to some syllable (e. g., *loo* or *la*), the new idea, the children listening and then telling how it sounds; second, the children sing the exercise; third, the children see the representation on chart or blackboard.

This plan demands of the student-teacher attention to tone-quality, pitch, tone-relationship, rhythm and mood of song or exercise. Not least of its merits, it insures the discipline of *good listening*, listening that encourages, while it detects the points of criticism, positive or negative.

Though the carrying out of this purpose calls for more musical strength than the average normal student gains in the short course now planned, we feel confident that the work is set in the right direction and that growth must come.

The daily twenty-minute chorus practice gives to the students an opportunity for growth in musical life. There is for them a brief daily association with good music handled as broadly as the conditions permit.

The class-room work presents the following phases:

1. Simple vocal exercises, which the student in turn may use to lighten and soften the children's voices.
2. Songs and sight reading exercises embodying quality of tone, rhythm, tone-relationship, phrasing and mood of song.

3. Presentation, by students, of rote songs for class criticism based upon :

- (a) Value of the song—melodic, rhythmic, ethical.
- (b) Teacher's conception of the song, and attitude toward the class.
- (c) Interpretation—tone-quality, rhythm, enunciation, spirit of song.
- (d) Results from class.

4. Preparation of outline of grade work from first to eighth, with classified selection of good songs; presentation of work of any grade for class criticism.

5. Criticism based upon observations in Training School.

6. Study of composers, musical form, and folk music for use in Training School.

First Year. Voice training: exercises in breathing, tone placing, and articulation. Ear training: exercises in interval and rhythm. Sight reading.

Second Year. Voice and ear training. Development of chromatic and minor scales. Sight reading. Presentation of rote songs. Study of composers and musical form. Methods. Criticism of Training School work. Use of baton.

DRAWING

The purpose is to prepare as thoroughly as possible for the practical teaching of form study, drawing, and color in all grades of the public schools. The result desired is the quickening and cultivation of the artistic sense and the acquisition of the nucleus of a vocabulary of art expression. There is no intention of furnishing students with material to be doled out again to pupils who shall come under their charge; on the contrary, the specific purpose is to secure real growth in art life.

The time given to this subject is three periods per week for the first term, and two periods per week the second term.

Equipment

To this department are assigned two rooms of sufficient size to accommodate classes of forty each. They have north light, and are provided with desks, tables, easels, an abundant supply of objects for still-life study, casts, draperies, and carbon reproductions of architectural subjects, as well as of the best works of old masters. The department is supplied with one hundred and fifty reproductions, in reduced size, of the masterpieces of sculpture and painting, and with a good equipment of plaster busts and casts illustrating historic ornament, fruits, flowers, etc.

First Course

Mass drawing at the blackboard. Form study from type solids and common objects. Clay modeling of same. Clay modeling of fruit, vegetable, and plant forms, casts, stuffed birds, and animals. Skeleton work with wire and clay balls from objects, and also inventive work. Color, using prism, colored crayon and colored paper, brush and water colors. Principles of perspective applied to outline drawing of curvilinear and rectangular forms, including type solids and a great variety of common objects. Study of nature; germination, plant growth, outdoor sketches. Pencil sketches from life to study action in human figure. Mass drawing to illustrate children's games. Scissors, first manual training tool used. Free cutting for illustration and design.

Second Course

Composition. Study of space relations. Light and shade from objects and casts. Brush and ink silhouettes of persons and animals for the study of action and proportion. Plant form in pencil. Objects with background and foreground. Imaginative drawing for illustration. Pen and ink drawings from objects and plants. Lettering, plain and decorative. Illustrated poems. Color work from plant and insect forms illustrative of nature study. Notan of two tones. Notan of three tones. Original designs for book covers and magazine pages. Studies from the Japanese. Charcoal sketching from objects, casts, and plant forms. Pencil studies. Water color from nature and objects.

Throughout the entire course, pedagogical principles and proper methods of presentation are emphasized. The daily work of the Training School pupils is reviewed in method classes, and the experiences related are made the basis of practical suggestions for more efficient work. Plans are made, criticised, and discussed, work is compared, and often model lessons are given. Instruction in care of materials, in manner of presentation of subject matter, and in the aims and scope of work to be undertaken in the ordinary graded or ungraded schools, is made as practical as possible.

MANUAL TRAINING

The Normal course in manual training is confined to cardboard construction and woodwork. Owing to the breadth of the curriculum the time for each subject is very limited. Students, however, who are proficient in these two forms of manual training can easily adapt themselves to various other occupations, desirable in the lower grades.

The cardboard work is divided into three series, and as far as possible useful articles have been selected. The series are as follows:

(1) Plane geometric forms in such models as bookmark, tag, match-scratcher, etc.

(2) A folded series, representing solid type forms ; as basket, spectacle-case, match-safe, cornucopia, etc.

(3) Cover paper models ; as blotter-pad, calendar, box, tray, pencil-case, etc.

Only a few models have been placed in the first series, as the object has been simply to direct the pupil's whole attention for a short time to careful measurements, drawing of straight lines, and the cutting of straight and curved lines. The models used in the Normal course contain more difficult forms than those used in the Training School. There are more models made in the second series, and the processes of construction are far more complex. The model has more dimensions, with sides, ends, etc., which must be planned, cut, folded, and pasted, beginning with the plane surface. Some decoration is used in this series. In the third series the models are made of pulp board, and covered with decorated cover paper. Very complex and beautiful models can be made in this group. The student is supposed to have mastered the simpler exercises, and so can direct his whole attention to the more advanced construction and decoration of the model.

In addition to the regular cardboard series, an opportunity is given for some work in bookbinding. There is equipment for carrying the books through the several stages of the process. Each student is expected to bind at least one book.

A group-work series has been planned for the wood sloyd, by which the exercises can be better adapted to the ability of the child and of the student, and in which some choice may be given to the pupils in the selection of models. This can be done without losing the progressive order of exercises so necessary for the proper development of the powers of the worker. Several models embodying the same principles are placed in a group. The pupils must make one of each group. The teacher should see the exercise embodied while the pupil sees the model. In this way all the exercises will be included and more interest will be taken in the great variety of form presented.

The wood sloyd includes mechanical drawing of plans, including orthographic and isometric projection, original drawing, and designs for decoration. Original models are encouraged, but such plans are subject to the approval of the teacher. If revision is necessary it is worked out by the student at the suggestion of the teacher. Some chip and relief carving is attempted; not more than one piece of each is demanded, though more may be done. Apparatus is made for other departments.

A turning lathe is now at the disposal of the more advanced wood-workers.

The school possesses a complete printing outfit. The press is large enough to print an eight-page circular, pages the size of this catalog, in one sheet. Opportunity is thus given students to learn printing. Much interest has been shown in this occupation.

A full equipment of tools for wood and cardboard work has been provided for both the Normal and Training School departments. For the Normal there are eighteen double benches equipped with the tools that are used constantly, while on racks in the center of the room are tools that are used less frequently. The Training School is furnished with twenty-four single benches arranged in combinations of eight each.

A study of exercises suitable for the common schools constitutes a part of the work of the last term of the manual training course. The theory of manual training is presented in the three phases: physical benefit and relationship; mental growth; moral development. Complete analysis is made of the wood and cardboard models. Models not made in the course are more carefully analyzed and directions for making are given. Some time is given to the study of occupations that are applicable to the several grades. Industries of various countries are studied for the purpose of selecting suitable models for new courses and for making additions and modifications of old ones. Student-teachers have opportunity for observation and practice-teaching in all the grades. In the lowest grades various occupations find place. Raffia, palm, and rattan are used in making the simpler forms of basketry and in coarse weaving. The purpose is to increase skill in manipulation, to stimulate originality in shape and color, and to develop interest in industrial pursuits. Other occupations may be tried from time to time to determine their relative values. In the fourth and fifth grades cardboard construction is the major occupation; in the sixth, woodwork; in the seventh, woodwork and sewing; in the eighth, woodwork and cooking.

DOMESTIC SCIENCE AND ART

A knowledge of the preparation of food, and of the adaptability of textiles to the needs of the human race is of fundamental importance to all. Instruction and training along these lines are being rapidly introduced into our public schools. The purpose of this department in the Normal School is to give to the teachers who complete the course the essentials necessary to meet these additional requirements.

In the course in cooking, theory and practice are carried along in parallel lines, the aim being to make the knowledge gained broader than that given by the mere preparation of dishes from receipts. The food principles, their value in the economy of the body, and the chemistry of food and of cooking are considered. The student is led to see why certain methods of cooking, under certain conditions, are better than others. The practice of economy in the preparation of food is emphasized.

In the course in sewing, practical rather than ornamental phases of the work are emphasized. The simple stitches, when mastered, are elaborated into the seams and combinations used in garment making.

Special training consists of teaching, under supervision, the Training School classes in cooking and sewing, and the study of methods best adapted for use in presenting these subjects in the common schools.

Under the direction of this department a luncheon, at about the cost of materials, is served each school day in the commodious dining-room to teachers and pupils of the school.

PHYSICAL TRAINING

The course in physical training aims to maintain and promote the health of the students, and to furnish them with the principles underlying this training; also, to give them practical knowledge of a system of educational gymnastics sufficient to enable them to teach intelligently any form of school gymnastics, and to adapt their work to the varying conditions which they may meet.

During the first year two periods per week of class exercise are required. Careful attention is given to the forming of correct habits of standing, walking, and breathing. Prescription work is assigned when necessary. Plays and games are freely used in the gymnasium and in the open air.

The first half of the second year is devoted to theory, with practical applications. The theory includes talk on the history of physical training, the physiology of exercise, the mechanism of movements, the discussion of the principal systems of gymnastics, the theory of the Swedish system, the relation of gymnastics to athletics, methods of teaching children, and the analysis of positions common during school life. This work is supplemented by the making of plans and the direction of classes in the Training School.

The young men use the gymnasium after the daily sessions.

Free and unrestricted action of the body is essential to good mental and physical development; our young women, therefore, are urged to wear hygienic clothing at all times. The coöperation of mothers is asked in this important matter. In the gymnasium all students are required to wear gymnasium suits. The regulation dress for the young women consists of divided skirt, blouse, and gymnasium shoes. Directions for making the suit will be sent by the instructor in physical training to those pupils who desire to have their suits made at home. All others must come prepared to purchase them. The expense will be from five to eight dollars each. The young men should provide themselves with knickerbockers, blouse, and gymnasium shoes.

COURSE II—KINDERGARTEN TRAINING COURSE *

The special aim and work of this department is to give a thorough and practical training in kindergarten methods. The first year, the student is introduced to accepted standards of work, and in the second, is led to make such applications through actual practice in teaching, as shall result in a broad, as well as effectual training for service.

The department is well arranged to carry out this plan of making the kindergarten itself the center and basis of all work given. The three kindergarten rooms are large and sunny. Besides the usual kindergarten equipment, there is, indoors, a large aquarium well stocked with plant and animal life; out of doors, a gymnasium fitted with swings, ladders, balance swings, turning bars, ropes and poles for climbing; also sand piles, blackboards, building-blocks, and sufficient garden space for each child to have an individual garden.

KINDERGARTEN THEORY AND PRACTICE

FIRST YEAR

I. *Kindergarten Theory.* One hour a week to each subject specified.

1. *Songs and Games.* (a) Lectures, essays, and discussions. A study of Froebel's philosophy as embodied in the Mother Plays.

(b) Games: Development from physical activities and representative exercises, of Traditional and Kindergarten games.

2. *Gifts and Occupations.* (a) Gifts: Lectures, essays, and exercises. A study of the principles illustrated in Froebel's series of educational toys, with their use.

(b) Occupations: Lectures, discussion, home-work. A technical training in the various forms of kindergarten hand work, with experimentation, and original application of the principles involved to other materials.

3. *Stories.* Lectures, practice, and observation. A consideration of the possible sources of literature for young children, with a classification for purposes of reference. An analysis of the essentials of successful story-telling, including directed practice.

II. *Kindergarten Observation.* Three hours a week during first term; three hours a week during second term.

The observation in kindergarten gives an opportunity to become

*At the meeting of the Joint Board of Normal School Trustees, held April, 1904, it was decided that the Kindergarten Training Course under the auspices of the Los Angeles State Normal School would be the only one maintained by the State until further action.

acquainted with the basic principles of education in actual operation and to know the materials through methods of use.

Note-books are kept and the observation work is supplemented by discussion in class.

SECOND YEAR

I. Kindergarten Theory. Four periods a week during first term; six periods a week during second term.

1. *Educational Principles.* Lectures, essays, and discussions. A further study of Froebel's philosophy in relation to modern theories.

2. *Primary and Kindergarten Methods.* Lectures, essays, and discussions. An investigation of the principles and practice of the kindergarten in relation to the primary school.

3. *Gifts and Occupations.* Experiments in the adaptation and use of the gifts and occupations in connection with the environment of the child in California.

4. *Games.* Lectures, essays, and readings. A study of the origin, development, and purpose of games; the physical development of the child through play; hygienic problems of kindergarten management.

5. *Program.* The development, through discussion, of a definite outline for work in the three kindergartens connected with the normal school:

- (a) Training School Kindergarten;
- (b) Church of the Neighborhood Kindergarten;
- (c) South Pasadena Children's Home Kindergarten.

II. Practice Teaching. Practice work thirteen hours a week throughout the year. This practice is required in kindergartens under the supervision of the Normal Kindergarten Director. Each student works under criticism, and is held responsible for her own group of children during practice hours. Ample opportunity is given for telling stories, teaching songs, and conducting morning circle, games, and marches. Students who fail in such practice work will not receive the diploma, even though their academic work be satisfactory.

Students have regularly assigned periods for observation in the primary department of the Normal Training School and opportunities for visiting other kindergartens.

KINDERGARTEN MUSIC

Instrumental: Playing for rhythm, games, and good interpretation of song story; at least one hour's practice per day.

Vocal: Voice placing and developing of tone and rhythm; phrasing and expression; study of children's songs; selection of music for kindergarten uses; sketches from the history of music.

KINDERGARTEN DRAWING

Three periods a week for one year.

Form study of type solids and common objects, with study of perspective and principles. Mass and outline drawing at blackboard for purpose of illustration. Clay modeling. Free paper-cutting for illustration and design. Color, with crayons, brush, and water color. Light and shade from still life and plant form. Nature study, plant and animal forms. Imaginative sketches. Outdoor sketching.

For statement of other subjects mentioned in course of study, see separate explanations under Course I.

THE TRAINING SCHOOL

The Training School in its present organization is a branch of the Los Angeles city school system. Pupils are admitted upon the same terms as to the city schools, the same general plan for classification and promotion obtains, and the customary reports of a city school are made to the city superintendent by the principal. The pedagogical aims and practices of the school, however, are determined by the Normal School.

The work of the Training School is so planned that the student-teachers are given sufficient experience to enable them to teach successfully and under such conditions that from the first they will form correct professional habits and master those principles which will insure future growth.

To secure the first end each student is required to teach throughout the senior year under conditions which duplicate in all essentials those found in the public schools of the State. No one is allowed to graduate who has not passed this test, and been found capable in discipline and efficient in instruction. It can safely be asserted that this experience is of much greater value to the prospective teacher than a year's experience gained in any other way.

To form the basis for growth the students are given abundant opportunity to observe the best teaching for the purpose of seeing what it has that will be helpful to them, and are led constantly to note the application of the principles upon which all good teaching must rest.

COURSE OF STUDY

Inasmuch as the Training School is one of the public schools of the city, and the pupils are subject to the possibility of change to other schools, it is an advantage to these pupils that the regular course of study for the schools of Los Angeles is followed. This is also a distinct advantage to the prospective teachers as their experience is thus acquired under conditions differing but little from those they will meet in their later work.

This close relation with the city schools does not, however, prevent the carrying out of any well-considered plan by the teachers of the Normal School faculty. Thus, in geography, the industrial phase of the subject is made the starting point. Through a study of the activities by means of which the home is related to the world, a knowledge of the physical, climatic, and human conditions is developed. In this subject,

as in others, especial attention is given to the cultivation of habits of independent thought. The work in history and literature is also greatly influenced by that in these departments of the Normal School. The following outline indicates briefly the work attempted in each grade:

First Year: Reading, writing, literature and history (in the form of stories), nature study, hand and art work (paper, clay, crayon, color, raffia, cord work, and weaving), music and calisthenics (plays and games more than set exercises).

Second Year: Reading, writing, spelling, literature, and history (stories and poems), nature study, art and hand work, music, outdoor games.

Third Year: Reading, writing, spelling, literature, and language (the latter through some oral reproduction and original written work, with English taught inductively), biography and history (national heroes, and myths and legends), arithmetic, nature study (garden work, plants and animals, and elementary geographic ideas), hand work, art, music, and calisthenics.

Fourth Year: Reading, writing, spelling, literature and language, geography (home and world, dealing with food, clothing, shelter and transportation), history (local, with simple study in civics), nature study, hand work (cardboard and basketry added), art, music, and gymnastics.

Fifth Year: Reading, spelling, writing, literature and language, arithmetic, geography (North America and Europe), history (elementary American history, with especial attention to local phases), nature study, hand work (cardboard and wood), art, music, and gymnastics.

Sixth Year: Reading, spelling, writing, literature and language, arithmetic, geography (Asia, South America, Africa, Australia), history (stories of the Olympian games, hero stories of the Greeks and Romans, a simple study of their life and art, stories of Western Europe and England), nature study, hand work (sewing, wood work), art, music, gymnastics.

Seventh Year: Literature and language (formal grammar and composition,) writing (individual instruction), spelling, United States history (to 1845), arithmetic, geography (review of continents, United States, and California), nature study, hand work (sewing for girls, wood work for boys), art, music, gymnastics.

Eighth Year: Literature and language, writing, spelling, United States history (concluded, with especial consideration of the industrial development, California history, and current topics), geometry, nature study, hand work (sewing, wood work), art, music, and gymnastics.

THE LIBRARY

The library contains about fourteen thousand volumes, classified according to the Dewey decimal system and arranged on low shelves to which the students have free access.

Though the desirability of supplying good reading for leisure hours is not overlooked in the choice of books, the main purpose is to provide the means for pursuing the branches prescribed in the courses of study. The subjects most fully represented are: psychology and education, science, travel, history, and literature. About five hundred new volumes are added annually. Great care is taken in the selection of books; the liberal use made of the library by students shows that the collection fulfills its purpose. The past year shows an average monthly circulation of forty-five hundred, exclusive of books used in the library. The library is supplied also with most of the best current literature, professional and general.

In addition to the ordinary reference books, such as dictionaries, encyclopedias, and atlases, there are, either bound or on file, about eight hundred volumes of the leading literary and educational periodicals, which, by the aid of Poole's Index and kindred publications, can be used to great advantage. The use of the library in general is facilitated by a card catalog containing besides the title and subject of every book and the name of its author, many references to magazines and other sources, the titles of which do not indicate the contents.

CHILD STUDY CIRCLE

In connection with the Training School there exists a Child Study Circle, consisting of parents of children attending the school and the teachers in the school. This circle is a branch of the *California Congress of Mothers' Clubs and Child Study Circles*. Meetings are held monthly during the school year. This organization is a means of vitally unifying the interests of school and home.

CATALOG OF STUDENTS, 1904-1905

Senior Classes

Adams, Abra E.	El Monte	Duke, Edgar H.	Los Angeles
Adams, Adelia	Los Angeles	Dull, Florence De Ette	Whittier
Adams, Carrie	Los Angeles	Dumble, Marian B.	Los Angeles
Alexander, Louise	Los Angeles	Eaton, Phoebe Variel	Ventura
Ayres, Jennie	Eureka	Eley, Louise C.	Fresno
Ballantyne, Ednah Cole	Tropico	Ellis, Katharine	Los Angeles
Barnes, Mrs. Jessie B.	Long Beach	Estudillo, Adelaide	Riverside
Barr, Alice	Los Angeles	Farris, Myrtle	Los Angeles
Baxter, Ella	Fullerton	Fellows, Ethel F.	Los Angeles
Bedford, Mattie	Los Angeles	Force, Evelyn M.	Los Angeles
Beebe, May Ernestine	Corona	Foster, Alice C.	Los Angeles
Bemus, Hazel	Santa Ana	Franklin, Bertha Weber	S. Pasadena
Bennett, Bessie	Pasadena	Garwood, Lela	S. Pasadena
Berny, Emma P.	Terre Haute, Ind.	Gibson, Edith M.	Ventura
Borthwick, Fredonia	Tropico	Groce, L. Orrie	Pomona
Boyer, Pearl	Toluca	Graham, Estelle	Los Angeles
Bozza, Ethel M.	San Diego	Griffith, Nellie	Los Angeles
Brown, Abbie	Los Angeles	Grubb, Emma	Los Angeles
Burkhalter, Gertrude	Needles	Hanna, J. Ray	Los Angeles
Cartwright, Alice	Toluca	Haifley, Lillian	Pasadena
Cartwright, Nellie	Toluca	Harrison, Lillian	Los Angeles
Clarke, Leo	Los Angeles	Hatfield, Clara	Los Angeles
Clay, Bounie P.	Los Angeles	Hotzell, Margaret Z.	Inglewood
Cessna, Ginevra	Los Angeles	Hawes, Lucy	Los Angeles
Cobb, Octavia	Overton, Nev.	Hiatt, Ethel Ella	Los Angeles
Collins, Bertha	Los Angeles	Higgins, Lena	Long Beach
Collins, Isabel Ina	Santa Ana	Horton, Mary Olive	Riverside
Coughlin, Katherine	Los Angeles	Hough, Henrietta	Los Angeles
Cox, Mabel S.	San Luis Obispo	Hubbard, Fay	Los Angeles
Cramer, Maude	Pasadena	Hughes, Lulu	Norwalk
Crawford, Ada	Monroe, Pa.	Hull, Reba	Los Angeles
Creigh, Anna	Los Angeles	Hussey, Laura M.	Los Angeles
Cress, Ada	Los Angeles	Hutchinson, Juliette	Los Angeles
Cunningham, Charley May	Santa Ana	James, Florence K.	Petaluma
Curtis, Mrs. Velma V.	Long Beach	Johnson, Stella	Riverside
Davis, Frances	Ocean Park	Kane, Alice Zaida	Los Angeles
Davis, Mary	San Bernardino	Kels, Anna	Glendale
Davis, Mollie	Hemet	Kellenberger, Rose	Buena Park
Davis, Sarah	Los Angeles	Kenyon, Jessie	Fresno
Decrow, Ruby I.	Halleck	Knapp, Bessie	Greenville, Mich.
Denison, Myrtle C.	Ventura	Knowlton, Lulu	Monrovia
Dickey, Ruth	Pasadena	Kreier, Anna	Chino
Dickinson, Susie	Los Angeles	Krug, Wm. D.	Los Angeles
Dodge, Delia Frances	Los Angeles	Kuehny, M. S.	Upland
Dodson, Cora B.	Hynes	Kuntz, Lena	Pomona
Dolland, Jessie	Norwalk	La Berge, Mrs. Ora D.	Los Angeles
Dorsey, Bertha A.	Azusa	Laws, Junius E.	Los Angeles

Senior Classes—Continued

Lepley, Alvina	Alhambra	Root, William T.	Pasadena
Lewis, Harriet M.	Los Angeles	Ryan, Mrs. Lulu.	Compton
Lewis, Mabel Floss ..	Friendship, N. Y.	Ryker, Mary M.	Indianapolis, Ind.
Lewis, Olivia	Downey	Savage, Lucile	Sanger
Lewis, Zoe	Los Angeles	Scott, Myrtle.	San Bernardino
Loyd, Delleada.	Los Angeles	Seward, Mrs. Ella Page.	Fullerton
McCall, Emma	Los Angeles	Sharpe, Otis A. O.	Hynes
McCarthy, Jennie.	Los Angeles	Shrewsbury, May	Santa Ana
McCoid, Bessie.	Whittier	Shultz, Dora	Los Angeles
McCormick, Charlotte.	Toluca	Shultz, Maud.	Los Angeles
McDermott, Ethel Alice ..	Los Angeles	Shutt, Zelma	Pasadena
McGaugh, Mary E.	Rivera	Smith, Alice E.	Los Angeles
McLaughlin, Margaret M.	Santa Monica	Smith, Alma M.	Shoemaker
McMillan, Adella	Pasadena	Standefor, Jessie.	Los Angeles
McMillan, Estella	Pasadena	Stearns, Evelyn May.	Los Angeles
Manson, Margaret E.	Los Angeles	Steinberger, H. Elizabeth	Sierra Madre
Matlack, Idela M.	Los Angeles	Stose, Artye	Los Angeles
Maxwell, Margaret	Los Angeles	Strang, Grace	Pasadena
Michaelis, Hattie	Norwalk	Sugg, Lela	Rivera
Moller, Grace	Los Angeles	Sullivan, Eveleen	San Bernardino
Morris, Martha	Banning	Thompson, Gladys.	Los Angeles
Nolan, Helen D.	Los Angeles	Timmons, Zorayda.	Delano
O'Connell, Ida M.	Los Angeles	Townsend, Minnie.	Los Angeles
Olsen, Ella M.	Riverside	Troxel, Jennie	Los Angeles
Ornelas, Manuela.	Whittier	Valla, Emma	Whittier
Ott, Mary	Santa Ana	Van Dam, Helen A. C.	Los Angeles
Park, Maud	Los Angeles	Wagner, Ella	Los Angeles
Parks, Rea L.	Los Angeles	Waldorf, Creighton	Orange
Parsons, Alice Maude	Carpinteria	Wallace, Annie B.	Huntsville, Ohio
Patterson, Maude	Los Angeles	Weber, Elizabeth	Los Angeles
Phillips, Birdie Miriam.	Los Angeles	Weed, Emma Gertrude	Riverside
Porter, Minnie	Fullerton	Wenger, Elva Bertha	Los Angeles
Potts, George J.	Los Angeles	Wheeler, Lesse	Los Angeles
Ranney, Louise.	Cape Girardeau, Mo.	White, A. Edith	Rivera
Reavis, Ola	Los Angeles	White, Ruby	Los Angeles
Reed, Lona	Ontario	Wilkinson, Irma J.	Bakersfield
Reppy, Vera	Ventura	Williams, Anita E.	Santa Paula
Reynolds, Anna Marie.	Los Angeles	Wilson, Louise	Bakersfield
Ruhland, Venie	Alhambra	Wilson, Myrtle Estelle	Santa Ana
Richards, Hattie	Redlands	Wood, Rebecca	Azusa
Robertson, Edith	Los Angeles	Yager, Jennie	Los Angeles
Robinson, Margaret	Los Angeles	Yoder, Elizabeth.	S. Pasadena

Total, including class graduating February 1, 1905. 178

Junior Classes

Alger, Edna C.	Long Beach	Barton, Grace C.	Los Angeles
Allin, Jessie G.	Pasadena	Bathey, Alice M.	Los Angeles
Andruss, Claudine E.	Los Angeles	Bemis, Cecil	Pomona
Armstrong, Alice	Painesville, Ohio	Benners, Eleanor	Dallas, Tex.
Barbour, Marion B.	Hanford	Best, Helen J.	Los Angeles
Barnes, Edna E.	Los Angeles	Bair, Lucy	Downey

Junior Classes—Continued

Blair, Minnie.....	Los Angeles	Hasson, Elsie	Redlands
Boyer, Rose	Toluca	Hatch, Cornelia M.	Los Angeles
Brown, Nell	Los Angeles	Hayes, Laura	Du Quoin, Ill.
Buchanan, Margaret.....	Los Angeles	Haynes, Arline	Los Angeles
Bullock, Nina	Rivera	Heller, Anna	Long Beach
Cadwell, Floralyn	Carpinteria	Hewitt, Nettie R.	Los Angeles
Carpenter, Edna May	Los Angeles	Higgins, Pearl	Wilmington
Carrigan, Juanita	Los Angeles	Howard, Annie E.	Pasadena
Chamberlain, Julia M.	Perris	Howe, Rena C.	Long Beach
Chapman, Anamay	Santa Ana	Humphrey, Cora	Los Angeles
Chapman, Marilla	Lowell, Mich.	Huntoon, Annie N.	Los Angeles
Cockrill, Jessie	Los Angeles	Johnston, Florence	St. Cloud, Minn.
Conklin, John R.	Los Angeles	Johnson, John	Los Angeles
Cooper, Ida M.	Los Angeles	Kaal, Hanna	Los Angeles
Cornish, Winifred	Los Angeles	Kaiser, Elizabeth C.	Los Angeles
Coy, Myrtle A.	Lancaster	Kerlin, Grace M.	Los Angeles
Curl, Vera	Pasadena	Kerns, Florence	Los Angeles
Dean, Elsie S.	Los Angeles	Kerns, Willie	Los Angeles
Delany, May	Los Angeles	Linge, Ethel A.	Artesia
Dickey, Ethel	Pasadena	McAllister, Ruth	Los Angeles
Doan, Della	Los Angeles	McAulay, Elizabeth	Anaheim
Dohahue, Frankie L.	Alhambra	McCarthy, Persy	Los Angeles
Dorfmeier, Irene	Los Angeles	McConnell, Fannie	Somis
Dowd, Clara M.	Naugatuck, Conn.	McGirk, Maggie	El Monte
Doyle, J. Robert	Glendale	McIntyre, Annie L.	Glendale
Eason, Lela P.	Azusa	McKay, Isabella J.	Los Angeles
Elder, Martha	Los Angeles	McMillen, Edythe	Bakersfield
Erickson, Mrs. Hilda	Monrovia	McMurray, Vera	Los Angeles
Erickson, Huldah	Fresno	Mahan, Jessie A.	Santa Paula
Ervin, Edith	Los Angeles	Maloy, Percy	Inglewood
Ewing, Ariel	Los Angeles	Martin, Marie M.	Los Angeles
Fallis, Elizabeth	Los Angeles	Mee, Ethel L.	Los Angeles
Fassett, Mertie	Pasadena	Merrell, Clarice	Los Angeles
Ferris, V. Edna	Long Beach	Merrill, Mina	Los Angeles
Flathers, May	Ontario	Milner, Pearl	Hollywood
Ford, Blanche	Los Angeles	Moody, Opal M.	Los Angeles
Fowble, Bessie F.	Los Angeles	Moore, Alice	Los Angeles
Fryer, Lottie	Spadra	Morgan, Lucy	San Bernardino
Garrison, Carolyn T.	Los Angeles	Norton, Edgar	Los Angeles
Garrison, Dora L.	Los Angeles	Nourse, Elizabeth	Los Angeles
Giffin, Glovynia	Brady, Neb.	Oakley, Elizabeth M.	Los Angeles
Graham, Jean A.	Los Angeles	Orr, Adelaide L.	Ventura
Green, Irene M.	Los Angeles	Patterson, Mrs. Mary	Maquoketa, Ia.
Grubb, Lena F.	Los Angeles	Phelps, Grace L.	Los Angeles
Guthrie, Alice M.	Los Angeles	Phoenix, Margaret E.	Arroyo Grande
Haddock, Nellie P.	Los Angeles	Pierce, Mabel	Los Angeles
Haettel, Lois	Los Angeles	Ponder, Susan E.	Los Angeles
Halsey, Bessie A.	Los Angeles	Price, Maude E.	Sanger
Halsey, Louise	Los Angeles	Proctor, Bertha D.	Long Beach
Hanson, Regina R.	Pomona	Quinn, Mabel	El Monte
Hare, Agnes	Westminster	Reed, Flora	Hillsboro, N. D.
Hare, Sarah	Los Angeles	Reeve, Eud	Pasadena
Harkness, Catherine	Los Angeles	Righetta, Mrs. Addie	Los Angeles
Harris, Ella	San Bernardino	Ritter, Josie	El Monte
Harter, Katherine	S. Pasadena	Rose, May	The Palms

Junior Classes—Continued

Russell, Hazel	Los Angeles	Todd, John G.	Los Angeles
St. Mery, Edna	Lone Pine	Trefethen, Gratia	San Pedro
Sackett, Emily	Hollywood	Trueblood, Mabel	Whittier
Sallee, R. Ward	Los Angeles	Tryon, Lulu	Los Angeles
Scherrer, Alice	Georgetown	Van Osdel, Mildred T.	Los Angeles
Seawell, Viola	Los Angeles	Venable, Lelia B.	Los Angeles
Selby, Mary Elizabeth	Ventura	Wade, Edna	Los Angeles
Sessions, Romaine	Los Angeles	Ward, Anita Margaret	Los Angeles
Shepherd, Emily	Lamanda	Warne, Sarah E.	Los Angeles
Shultz, Lucile	Los Angeles	Warren, Hazel G.	Riverside
Smith, Clara May	Los Angeles	Waters, Crystal	Los Angeles
Smith, Luella M.	Colegrove	Webb, Ethel M.	Los Angeles
Smith, Myrtle	La Habra	Weber, Clara L.	Huntington Park
Smith, Grace Winifred	Los Angeles	Westerfield, Agnes	Toluca
Sprinz, Pauline P.	Los Angeles	Whitice, Belle	Los Angeles
Stayton, Nellie J.	Moneta	Wiggs, Edith	Whittier
Stevenson, Sarah	Los Angeles	Wilson, Grace Clerk	Prospect Park
Stone, May	Fullerton	Wilson, Lily	Los Angeles
Stradley, Mary	Los Angeles	Winn, Altha	Portales, N. M.
Sutton, Emma	Armona	Woodham, Edith	Los Angeles
Thornton, Sue	Norwalk	Young, Florence E.	Los Angeles
Todd, Grace Helen	Corona	Total	165

*Sub-Junior Classes

Abbott, Bessie M.	Los Angeles	Fischer, Elma	Pasadena
Barnwell, Agnes	Los Angeles	George, Edna M.	Hyde Park
Baxter, Margery E.	Los Angeles	Gillespie, Maud E.	Redondo
Beatty, Sarah M.	Los Angeles	Goodrich, Fannie	Los Angeles
Bostwick, Florence	Los Angeles	Grey, Eleanor	Los Angeles
Brayton, Edna	Los Angeles	Groton, R. Cary	Rivera
Brewster, Emily M.	Los Angeles	Gunning, Ruby	Los Angeles
Brown, Trenna E.	Los Angeles	Hansen, Mrs. Lulu L.	Rolmerville
Buhn, Lena	Bakersfield	Harris, Effie M.	Bradley
Bynner, Fern	Los Angeles	Harris, Ella	San Bernardino
Clay, Jennie C.	Los Angeles	Healy, Maude E.	Pasadena
Clay, Nellie E.	Los Angeles	Hilke, Frances	Los Angeles
Conkle, Carrie B.	Santa Ana	Hudson, Mabel	Los Angeles
Cooper, Susan	Los Angeles	Hughes, Edna G.	Elizabeth Lake
Cramer, Maud L.	Pasadena	Johnson, Nicolina.	Los Angeles
Creager, Mabel M.	Los Angeles	Jones, Maud R.	Santa Ana
Cunningham, Alice	Santa Ana	Kahl, Meta	Pasadena
Davenport, Ethel	Los Angeles	Lee, Winona	Los Angeles
Davis, Anna	Los Angeles	Le Sage, Evangeline	Los Angeles
Dinneen, Mary T.	Los Angeles	Lomax, Georgia W.	Los Angeles
Dolan, Teresa	Los Angeles	Loomis, Edith P.	Los Angeles
Doyle, Ella	Glendale	Lumry, Viola	Los Angeles
Dunn, Eva M.	Glendora	Marshall, Sybil	Los Angeles
Evans, Anna	Wilkesbarre, Pa.	Meagher, Charles F.	Los Angeles
Ferguson, Maud	Los Angeles	Morrison, Daisy	Los Angeles

*Admissions to the first class of the former four-year course of study were discontinued February, 1904. Students already admitted are retained as Sub-Juniors until they can be classified as Juniors.

Sub-Junior Classes—Continued

Munz, Mollie	Elizabeth Lake	Scott, Bonnie	Los Angeles
Northway, Genevieve	Los Angeles	Sevier, Helen	Los Angeles
Pedroarena, Ysidora	Los Angeles	Sloane, Ada A.	Buena Park
Penniman, Pearl	Los Angeles	Speer, Mae	Long Beach
Peck, Norma	Los Angeles	Stebbins, Gertrude	Ocean Park
Reed, Ethel	Los Angeles	Thompson, Pearl A.	Norwalk
Ruhland, Murrell	Alhambra	Tolchard, Veda	Los Angeles
Ruhland, Venie	Alhambra	Whitcomb, Jessie	Los Angeles
Runyon, Lucia	Visalia	Williams, Mary V.	Glendale
St. John, Anna	Los Angeles	Zimmerman, B. Estella	Los Angeles
Sandoz, George L.	Los Angeles	Total	71

KINDERGARTEN TRAINING DEPARTMENT

Senior Class

Angur, Villa	Los Angeles	Mitchell, Mary	Los Angeles
Beckett, Beatrice	San Diego	Morris, Emma	Los Angeles
Brown, Carrie E.	San Diego	Safford, Helen	Los Angeles
Chase, Laura	Lordsburg	Smith, Grace Etta	Pasadena
Ellis, Adelayde	Los Angeles	Springer, Jessica M.	Los Angeles
Genn, Mabel J.	Los Angeles	Sterrett, Anna Rae	Los Angeles
Gray, Fannie	Pasadena	Taylor, Anita	Los Angeles
Landt, Katherine	Los Angeles	Wagner, Lillian G.	Los Angeles
McKenzie, Gertrude	Ocean Park	Waterbury, Harriet B.	Los Angeles
Total	18		

Junior Class

Bailey, Charlotte	Colegrove	Knight, Bertha	Los Angeles
Boyle, Myrtle	Santa Fé, N. M.	Maxfield, Florence	Redlands
Brobst, Hazel C.	Los Angeles	Morrow, Amy	Los Angeles
Burns, Belle	Los Angeles	Norris, Elvira Clauson	Pasadena
Chase, Florence	Los Angeles	Sale, Hazel	Los Angeles
Colborn, Ruth Banks	Los Angeles	Theal, Milly M.	Los Angeles
Cook, Mary M.	Los Angeles	Thompson, Mary	Los Angeles
Jones, Elizabeth	Los Angeles	Wilson, Caroline	Stratton, Neb.
Total	16		

SPECIAL STUDENTS AND VISITING TEACHERS

Bacon, Mabel	Santa Barbara	Leland, Gertrude	Santa Barbara
Bernhard, Anna	Moneta	McMullan, Rose	Los Angeles
Davis, Mrs. Angie	Los Angeles	Moad, Pauline L.	Los Angeles
Dowling, Mrs. Eva S.	Los Angeles	Nevius, John W.	Los Angeles
Gardner, Nellie	Santa Barbara	Sample, Margaret A.	Fallbrook
Gilson, Viola	Santa Barbara	Sawyer, Mary	Los Angeles
Greenleaf, Grace	Upland	Schwindt, William A.	Los Angeles
Grout, Grace	Los Angeles	Shea, Mrs. Blanche S.	Inglewood
Gray, Fannie	Santa Barbara	Van Deusen, Marjorie H.	Los Angeles
Holmes, Almeda	Boston, Mass.	Whitted, Estella M.	Redlands
Johnson, Mrs. Pearl M.	Los Angeles	Williams, Mary L.	Santa Barbara
Total	22		

Total number of students in General Professional Course	414
Total number of students in Kindergarten Training Course	34
Total number of special students	22

Total number enrolled in Normal School	470
--	-----

Pupils Enrolled in Training School

Number of pupils enrolled in Eighth Grade	56
Number of pupils enrolled in Seventh Grade	67
Number of pupils enrolled in Sixth Grade	89
Number of pupils enrolled in Fifth Grade	51
Number of pupils enrolled in Fourth Grade	58
Number of pupils enrolled in Third Grade	58
Number of pupils enrolled in Second Grade	55
Number of pupils enrolled in First Grade	100
Number of pupils enrolled in Kindergarten	63

Total number enrolled in Training School	597
--	-----

Total number students in Normal School	470
Total number pupils in Training School	597

Total number enrolled, all departments	1067
--	------

GRADUATES

Mid-Year Class, January, 1905

Adams, Adelia	Graham, J. Estelle	Nolan, Helen
Alexander, Louise	Hiatt, Ethel E.	O'Connell, Ida M.
Beebe, May E.	Higgins, Lena	Olsen, Ella M.
Borthick, Fredonia	Horton, Mary Olive	Ornelas, Manuela M.
Bozza, Ethel M.	Hotzell, Margaret	Reavis, Ola
Brown, Abbie	Hughes, Lulu	Robinson, Margaret
Cartwright, Nell	Hull, Reba M.	Ruhland, Venie E.
Coughlin, Katherine	Hutchinson, Julia	Shrewsbury, Mary E.
Crawford, Ada	Johnson, Stella O.	Smith, Alice E.
Cessna, Ginevra	Kels, Anna T.	Thompson, Gladys
Dorsey, Bertha	Knapp, Bessie	Wagner, Ella S.
Eley, Louise C.	Kreier, C. Anna	Waldorf, Creighton O.
Ellis, Katherine	Krug, William D.	Wallace, Annie B.
Force, Evelyn	Kuehny, Menno S.	Weber, Elizabeth M.
Foster, Alice C.	McCall, Emma A.	Yager, Jennie M.
Garwood, Lela	McLaughlin, M. May	Yoder, Elizabeth

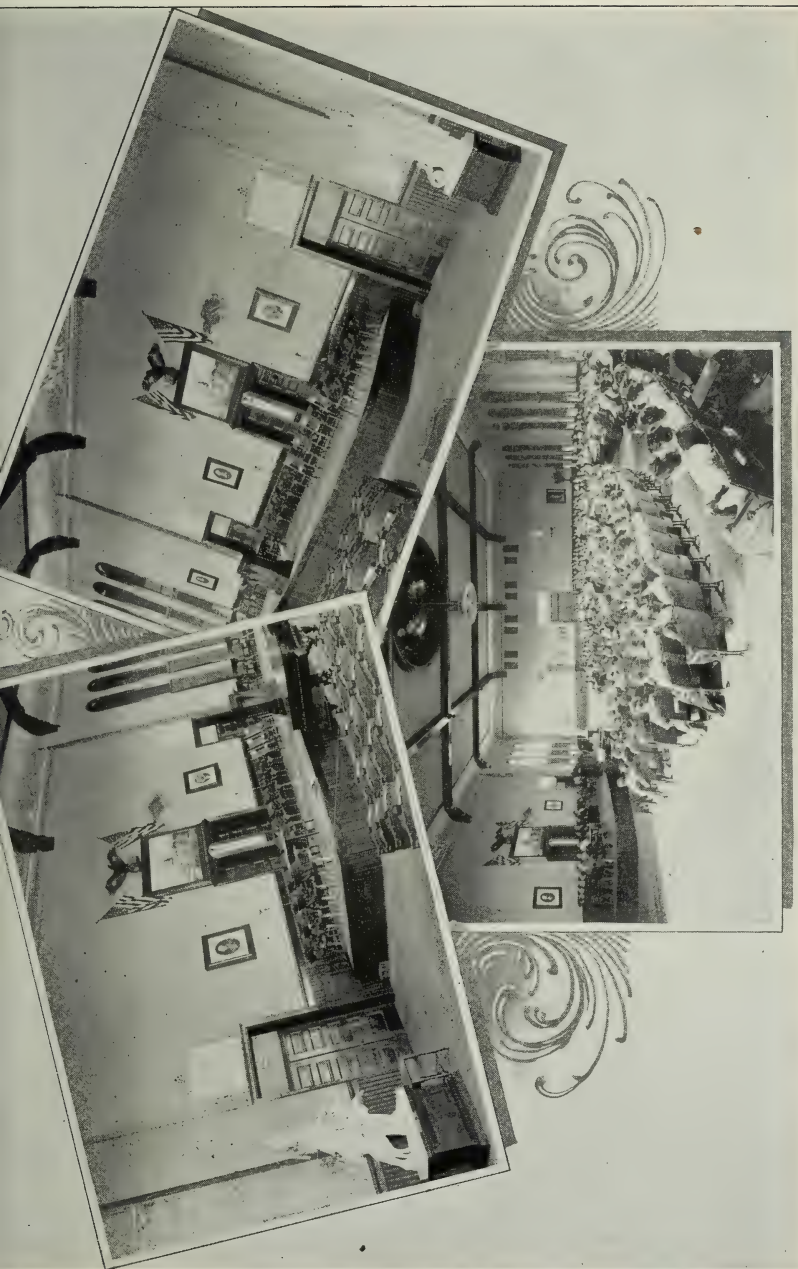
Kindergarten Department

Mackenzie, Gertrude	Taylor, Anita	Springer, Jessie
Mitchell, Mary	Wagner, Lilian G.	Total, 53

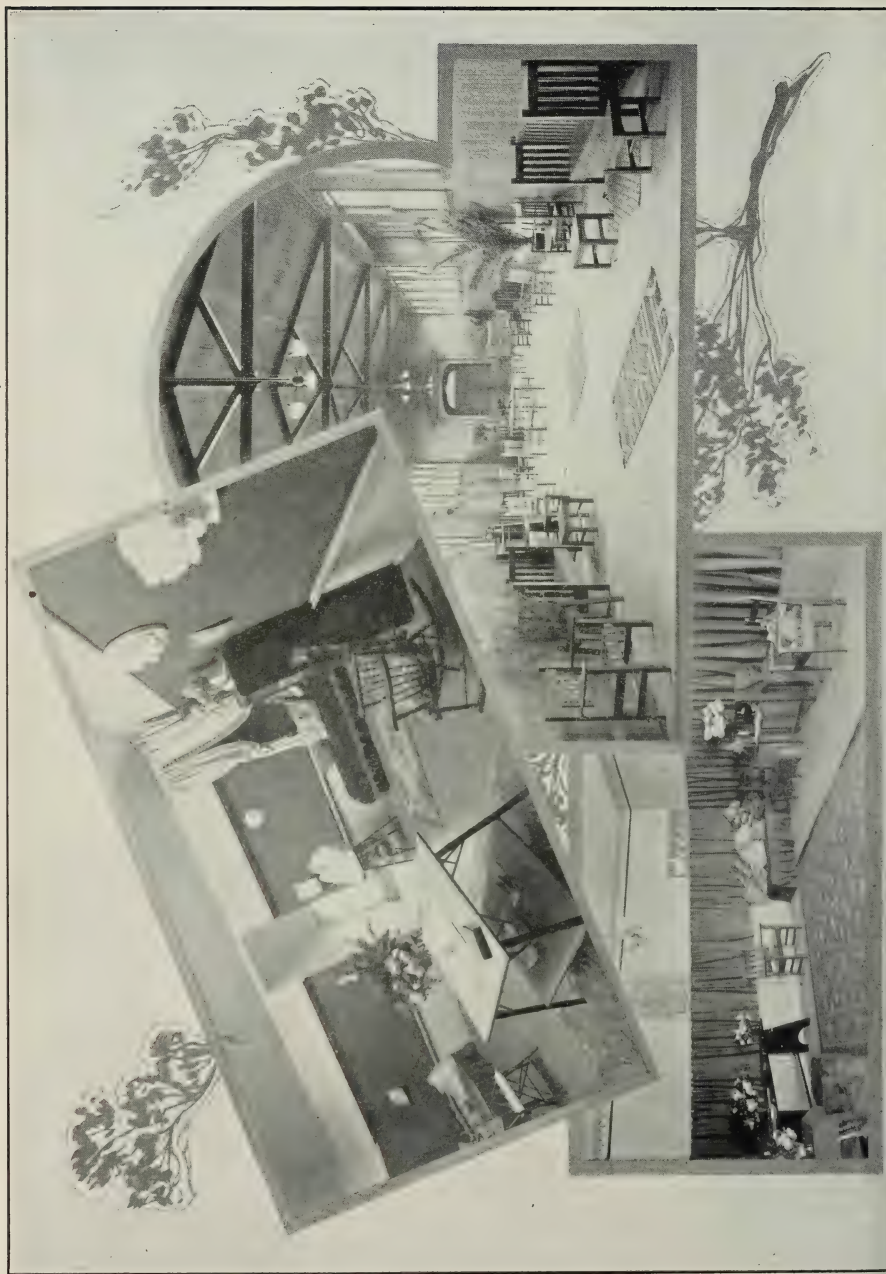
NUMBER OF GRADUATES SINCE ORGANIZATION

1. Year ending June 30, 1884.....	22
2. Year ending June 30, 1885	35
3. Year ending June 30, 1886.....	43
4. Year ending June 30, 1887.....	48
5. Year ending June 30, 1888.....	35
6. Year ending June 30, 1889.....	57
7. Year ending June 30, 1890.....	49
8. Year ending June 30, 1891.....	72
9. Year ending June 30, 1892.....	78
10. Year ending June 30, 1893.....	93
11. Year ending June 30, 1894.....	76
12. Year ending June 30, 1895.....	84
13. Year ending June 30, 1896.....	65
14. Year ending June 30, 1897.....	55
15. Year ending June 30, 1898.....	88
16. Year ending June 30, 1899.....	107
17. Year ending June 30, 1900.....	114
18. Year ending June 30, 1901.....	129
19. Year ending June 30, 1902.....	104
20. Year ending June 30, 1903.....	108
21. Year ending June 30, 1904.....	96
22. Class of January, 1905.....	53
Post graduates.....	8

Total number of graduates.....1619



VIEWS OF ASSEMBLY ROOM



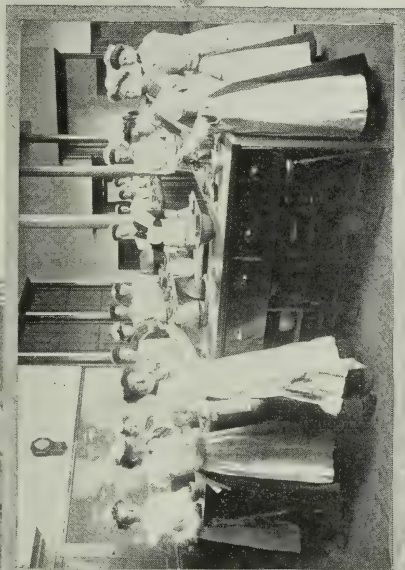
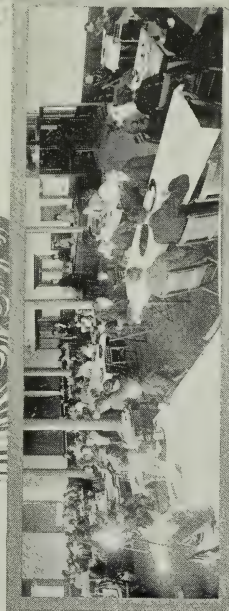


GEOGRAPHICAL LABORATORY



BIOLOGICAL LABORATORY

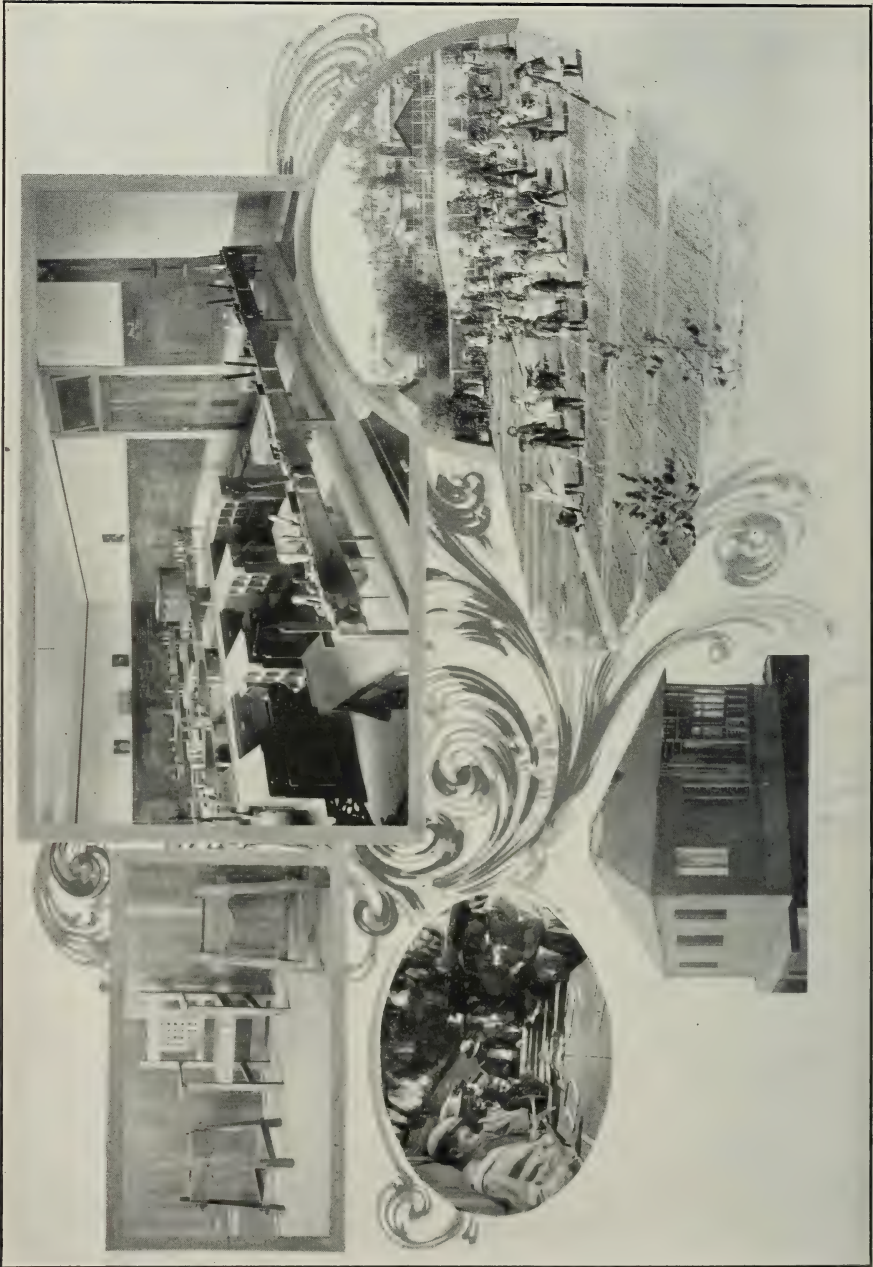




STUDENTS' LUNCH ROOM

MANUAL TRAINING ROOM

COOKING SCHOOL



GARDEN AND OUTDOOR GYMNASIUM—KINDERGARTEN



KINDERGARTEN TRAINING CLASS
GARDEN FOR KINDERGARTEN



Certificate of Good Character

This is to Certify that M.....

is, to the best of my knowledge and belief, a person of good moral character.

.....

....., 190...

Certificate of Good Health

This is to Certify that I am personally and professionally acquainted with M....., and that, to the best of my knowledge and belief, ...he is free from any disease or infirmity that would unfit.....for the office of a teacher.

....., M. D.

....., 190...

Certificate of Vaccination

This is to Certify that M.....

was successfully vaccinated by me on....., 190...

....., M. D.

....., 190...

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NORMAL SCHOOL BULLETIN

ANNUAL CATALOG

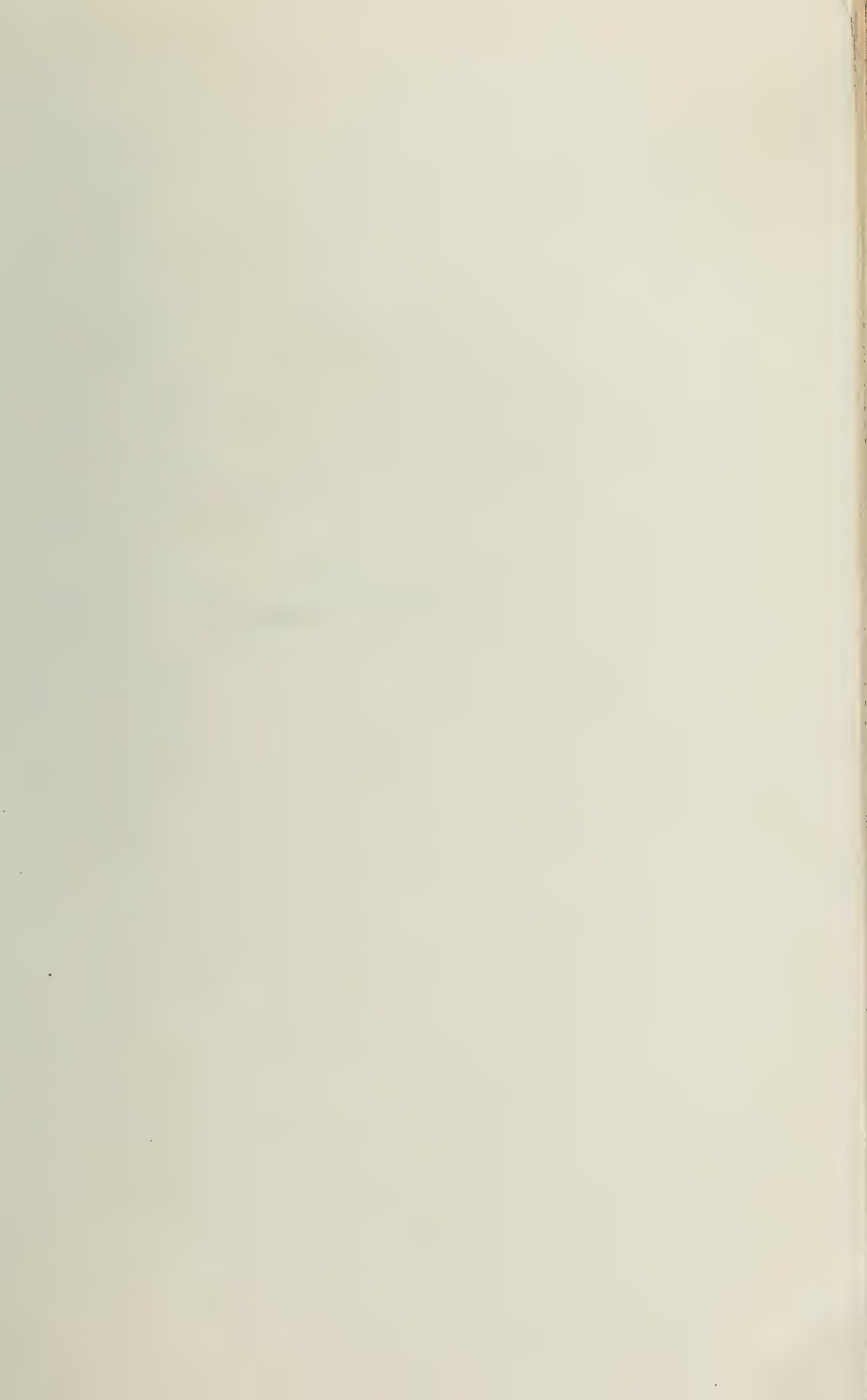
1906-1907

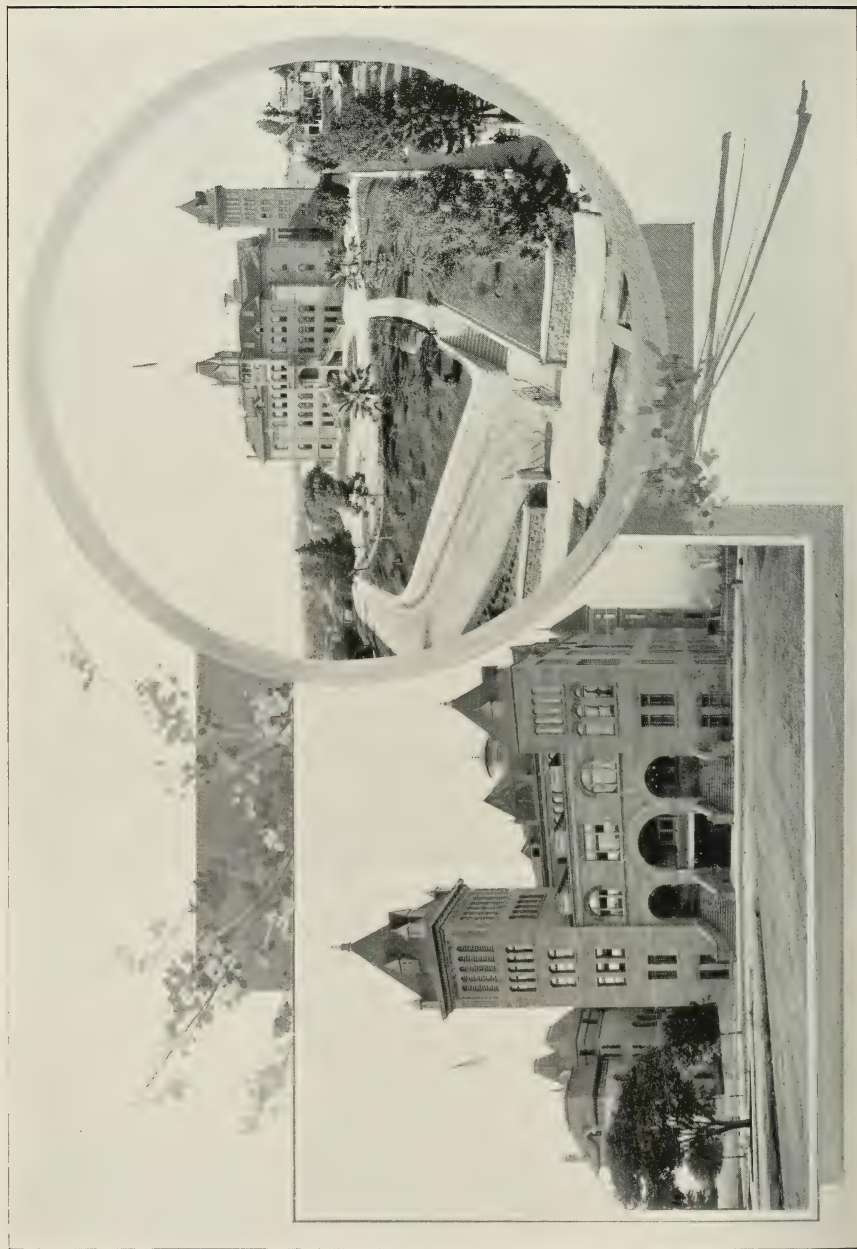
:: :: ANNOUNCEMENTS FOR 1907-1908 :: ::





GENERAL VIEW OF LOS ANGELES NORMAL SCHOOL BUILDINGS AND GROUNDS.





NORTH ENTRANCE
STATE NORMAL SCHOOL, LOS ANGELES, CAL.
EAST ENTRANCE

STATE NORMAL SCHOOL

LOS ANGELES, CALIFORNIA

TWENTY-FOURTH

ANNUAL CATALOG

FOR THE SCHOOL YEAR ENDING JUNE 30, 1907

AND

CIRCULAR OF INFORMATION

FOR 1907-1908

SACRAMENTO

W. W. SHANNON - - - SUPERINTENDENT STATE PRINTING

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CALENDAR FOR 1907-1908

FIRST TERM

Examinations for admission, removal of conditions, etc.,
Friday, August 30, 1907
Registration and classification,
Monday and Tuesday, September 2 and 3, 1907
Class work begins - - Wednesday morning, September 4, 1907
Term closes - - - Wednesday evening, November 27, 1907

SECOND TERM

Registration and classification - - Monday, December 2, 1907
Class work begins - - Tuesday morning, December 3, 1907
Holiday vacation begins - - Friday evening, December 20, 1907
Class work resumed - - Monday morning, January 6, 1908
Term closes - - Friday evening, March 13, 1908

THIRD TERM

Registration and classification - - Monday, March 16, 1908
Class work begins - - Tuesday, March 17, 1908
Spring vacation begins - - Friday evening, April 3, 1908
Class work resumed - - Monday morning, April 13, 1908
Class work closes - - Friday evening, June 19, 1908
Commencement - - Thursday, June 25, 1908

BOARD OF TRUSTEES

JAMES N. GILLET,	- - - - -	Governor of California
	Ex Officio	
EDWARD HYATT,	- - -	Superintendent Public Instruction
	Ex Officio	
JOHN WASSON,	- - - - -	Pomona
LEWIS S. THORPE, M.D.,	- - - - -	Los Angeles
RICHARD MELROSE,	- - - - -	Anaheim
GEORGE I. COCHRAN,	- - - - -	Los Angeles
ALONZO B. CASS,	- - - - -	Los Angeles

OFFICERS OF THE BOARD

JOHN WASSON,	- - - - -	President
J. F. MILLSPAUGH,	- - - - -	Secretary

EXECUTIVE COMMITTEE

JOHN WASSON	RICHARD MELROSE
LEWIS S. THORPE	

FACULTY

JESSE F. MILLSAUGH, A.M., M.D., PRESIDENT,
School Economy and School Law

HARRIET E. DUNN,
Secretary of Faculty

*MAY A. ENGLISH,
Chemistry and Mathematics

JOSEPHINE E. SEAMEN,
English

JAMES F. CHAMBERLAIN, Ed.B., B.S.,
Geography and Physiography

EVERETT SHEPARDSON, A.M.,
Supervisor of Training School

SARAH J. JACOBS,
Director of Physical Training

JENNIE HAGAN,
Music

AGNES ELLIOTT, A.B.,
History

JESSICA C. HAZZARD,
Domestic Science and Domestic Art

ELLA G. WOOD, A.B.,
English and French

FRED ALLISON HOWE, LL.B., PH.D.,
English

JESSIE B. ALLEN, PH.D.,
Psychology

LOYE HOLMES MILLER, M.S.,
Biology and Nature Study

WAYNE P. SMITH, PH.D.,
History and German

* Absent on leave.

CHARLES W. KENT, B.S.,
Manual Training

ERNEST B. BABCOCK, B.S.,
Elementary Agriculture and Museum

NELLIE H. GERE,
Art

JOHN B. CLEVELAND, A.B.,
Mathematics

ALICE M. OSDEN,
Reading

LEWIS M. TERMAN, PH.D.,
Child Study and Pedagogy

KINDERGARTEN TRAINING DEPARTMENT

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TRAINING SCHOOL

Training Teachers

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HISTORICAL

In the winter of 1880-81, the Legislature of California appropriated fifty thousand dollars for the establishment of a State Normal School at Los Angeles. A commanding site, then thought rather too remote from the business district, but now almost in the heart of the city, was presented by the citizens.

With a faculty of three members and an enrollment of sixty-one students, the school opened under the supervision of C. J. Flatt as a branch of the State Normal School at San José, then the only normal school in California. At the close of the first term, the training school, established at the same time, numbered one hundred and twenty-six pupils in six grades, under the management of four teachers of the city school system.

At the beginning of the second year, Ira More, a man of wide experience in normal school work, was appointed Principal, and several new members were added to the faculty. Under his administration, the grounds, at first occupied by an orange and walnut orchard, were greatly improved, assuming much of their present beauty. During the first six or seven years of Principal More's service the school gradually but steadily increased in numbers and in facilities for effective work, its reputation as a training school for teachers becoming firmly established, largely through the professional success of its graduates.

The first class, consisting of twenty-two members, was graduated in June, 1884.

In 1887 the school became independent of the State Normal School at San José.

Until the year 1890, the only regular physical drill required of the students was a weekly exercise in calisthenics, intended rather as a preparation for teaching the subject than as a needed exercise. In that year what was probably the first normal school gymnasium in the United States was added to the equipment of the school, and a required course in physical training made a permanent feature of its work, materially increasing its effectiveness. Vocal music was introduced into the school at the beginning of its second year, and is now a required subject, of equal importance with any other in the course.

Principal More, having resigned his position in the summer of 1893, was succeeded by Edward T. Pierce, formerly President of the State Normal School at Chico. Among his first duties was the expenditure of a legislative appropriation of seventy-five thousand dollars for a much-

needed enlargement of the building. The improvements were completed in the course of a year, and involved not only a complete rearrangement of appointments, but also a widening of the scope, and a completer systemization of the work, of the institution. Laboratory methods were introduced wherever practicable; a chemical laboratory was built and equipped; and the manual training department, then a new feature of normal school work in the United States, was organized.

Among the changes brought about at this time were the uniting of the department of psychology and pedagogy with the superintendency of the Training School, and the lengthening of the course of study from three years to four years.

In 1896 the kindergarten department was established for the training of teachers desiring to specialize in kindergarten teaching. A two years' course was provided, admitting graduates of accredited high schools and those who had completed the first two years of the normal school course. Graduates of this department have been in demand from the beginning.

The department of domestic science, providing practical training in cooking and sewing, was organized in 1900. In the following year the gymnasium was moved to its present position, enlarged by the addition of a number of rooms, and connected with the second floor of the main building by an elevated hallway. These changes made it practicable for the domestic science department to undertake the management of a lunch room for the use of members of the school, an innovation which has proved not only a great convenience, but an undoubted means of conserving the health of both teachers and students, and one that has occasioned no expense to the State.

At the beginning of the school year 1904-05, a change that had been contemplated for several years was effected. Formerly, students who had completed the work of the ninth grade were admitted to the four years' course of the Normal School; since February, 1904, only graduates of high schools approved by the State University have been regularly admitted, the work of the two preparatory years of the four years' course being discontinued. The admission requirements, explained in detail elsewhere, are substantially those of the State University.

After a period of eleven years of faithful and energetic service, during which time the Normal School work was improved in many ways, President Pierce resigned his position, the resignation to take effect June 30, 1904. In that year Jesse F. Millspaugh was called to the presidency of the school from a similar position in the State Normal School at Winona, Minnesota.

During its history the school has graduated 1,912 students, nearly all of whom have entered active teaching, the average length of service being approximately eight years. The number of students who have received instruction in the school exceeds 4,000.

GENERAL INFORMATION

The Los Angeles Normal School is located in the metropolis of Southern California, a city widely known for mild and healthful climate, beauty of situation, splendid public improvements, civic enterprise, and educational advantages. The buildings of the school occupy an eminence that commands a fine view of the city and valley beyond, yet they are convenient of access from all directions. The grounds, which are a series of terraced slopes, covered with shrubbery and flowers, are a place of public attraction and interest. The main building has been so many times altered and enlarged that it bears slight resemblance to the original plan. Successive additions have increased its capacity fully fourfold and have provided ample room for all departments of the school's work. Recently extensive changes and improvements have been made. Of these the most important is the construction of a complete modern system of heating and ventilation. With a new brick boiler house placed at some distance from the other buildings, insuring safety and freedom from noise and dust, with the Johnson system of automatic heat regulation, having ample supply and exhaust fans for ventilation, and with hot and cold water where needed, the institution has all the advantages of a newly constructed building.

Aims

The institution was established and is maintained for the purpose of preparing teachers for the public schools of California. With this as its sole aim, the school admits to its classes only those who intend to serve as teachers. It offers its privileges, however, not only to properly qualified students who have not taught, but also to teachers of experience who desire either to pursue special studies further, or to complete one of the courses required for graduation.

To those who are fitted for it by nature and education, the career of teaching proves no disappointment. But they only can hope for success as teachers who combine with good health and good mental ability such other equally important qualities as industry, perseverance, and pleasing address; and who are animated by truly professional, as distinguished from commercial, ambitions. Those who are conscious of marked limitations in any of these directions are earnestly advised to pursue other vocations.

Conduct of Students

The school fixes few arbitrary rules or restrictive regulations. Those students only are admitted who are believed to have well-formed and correct habits. Both in the school and elsewhere they are expected to

maintain the attitude and bearing of cultivated people and to be guided by principles of morality and honor.

The entire atmosphere of the institution is conducive to a feeling of responsibility and lofty purpose on the part of all students. Character, as the fundamentally important qualification of every teacher, is the result aimed at in all the governmental work of the school. Courtesy, politeness, and the usages of refined society, in general, are assiduously cultivated; but in a manner which does not lessen happiness and good cheer, qualities as necessary for the teacher as for the student.

Group Teachers

The government of the school is largely maintained, and the detail work of management carried forward, by means of the group-teacher system. The students are divided into groups, numbering in each from twenty to thirty. A teacher is assigned to the charge of each group. Several important offices fall to the duty of group teachers. They advise students in regard to their courses and make out the individual programs. They have direct charge of the students through the term and keep themselves informed as to the work of each. They receive reports of attendance, tardiness, and temporary absence, and hold students responsible for a lack of performance of duty. They meet all students in their respective groups as circumstances require to receive reports and give general advice and directions.

Students in trouble or in need of advice go first to their group teacher, who assists them when consistent with the regulations of the school. In this way the difficulties often attendant on the education of large bodies of students are mostly avoided, as each one receives attention from some special teacher as often as is needed, whether in case of discipline, sickness, or furtherance of school work.

Expenses

There is no charge for tuition. Books cost on an average about \$5.00 per term; instruments, stationery and material for individual use, from \$5.00 to \$12.00 for the two years. The cost of working materials for ordinary use in all departments, including library and lecture fees, formerly charged, is met by payments of \$0.50 at the opening of each term, aggregating \$3.00 for the two years. The only additional outlay incidental to attendance is the possible charge incurred for breakage, loss or injury of books, etc.

Board, including room, in which two persons share, light and heat, in private families, costs from \$18.00 to \$25.00 per month. Living expenses may be reduced by students who rent rooms and board themselves. Rooms for this purpose, intended for two students, can be obtained at from \$10.00 to \$15.00 per month. Though expenses may in this way be lessened, the plan is not recommended, except in cases of necessity. There are many good opportunities for really capable students to meet

part or all of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two terms longer to complete the course and thus avoid the danger of overwork.

Non-resident students *are required* to have rooms and board in places approved by the faculty. Before engaging rooms or board and before changing rooms, therefore, such students should consult the Secretary of the Faculty, receive from her a list of approved homes from which to make selection, or confer with her concerning proposed arrangements. To meet students for this purpose she will be in attendance at the building during the entire week preceding the opening of school each term.

Social Life and Miscellaneous Opportunities

There are the societies customary in schools of this class—Christian Associations, Glee Clubs, Tennis Clubs, Athletic Clubs, etc.—for the promotion of literary, religious, and social life, and for the recreation of students. Everything consistent with the main purpose of the school is done by the faculty to make the social life of students as pleasant and varied as possible.

In connection with the regular class work in music, the entire school is included in a grand chorus, which meets for a definite period every day for instruction in the methods of chorus work, interpretation of musical masterpieces, and practice in group singing.

In addition to the regularly prescribed work in the department of reading and expression, public rhetorical exercises are held at frequent intervals throughout the year. These exercises are of great variety and, aside from the instruction and entertainment which they furnish, afford valuable training in public speaking, declamation, recitation, dramatic expression, etc.

During each year with such frequency as seems desirable, lectures and addresses are given before the entire school by men of note as public speakers, generally without expense to students. In the same way a few choice musical entertainments are arranged for.

The library of the school contains some 14,000 volumes of carefully selected books, a large number of pamphlets, and the leading magazines, literary and educational. In addition to this the large public library of the city is near at hand and open for the free use of students.

Legal Status of Graduates from the State Normal Schools of California

School Law of California:—Section 1503. “(1) The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the prescribed course of study and training, diplomas of graduation, from either the normal department or the kindergarten department, or both.

“(2) Such diploma from the normal department shall entitle the holder thereof to a certificate corresponding in grade to the grade of the diploma from any County, or City and County, Board of Education in the State. One from the kindergarten department shall entitle the holder to a certificate to teach any kindergarten class of any primary school in the State.”

The first certificate referred to is the elementary certificate entitling the holder to teach in any primary or grammar school in California.

Graduates of any California state normal school, who are also holders of the bachelor's degree from a college requiring not less than eight years of high school and college training and who successfully complete one half year of graduate study in a university belonging to the Association of American Universities, are entitled to the State High School certificate.

The Relation of the State Normal School to the State University and to the Leland Stanford University

The Normal School stands in close relation to the two great universities of California. On completing the normal course, either immediately or after a brief experience in teaching, many ambitious students continue their studies at the State University or at the Leland Stanford Junior University. This custom receives the approval and encouragement of both universities as well as of the Normal School. There are two plans by which normal graduates may enter the universities with advanced standing. Under either plan young men and women of ability are enabled to complete the normal and the university courses in five, instead of six years as formerly.

1. Under arrangements now existing, graduates of the state normal schools who are also graduates of accredited high schools and who are especially recommended by the normal school faculties, may enter either of the above universities with a credit of 30 units, and thus be enabled to complete their college course in three years.

2. While the general professional course of two years for high school graduates is continued, believing that many advantages will accrue to students of teaching from longer connection with the Normal School, the institution also offers an optional course of three years. Recommended graduates of the latter course will be given full junior standing at either the State University or the Leland Stanford University. This arrangement places the school abreast of the most advanced normal schools of the country.

Several important purposes will be subserved by this arrangement: First, it will furnish students who plan to teach in elementary schools opportunity to enlarge their acquaintance with subjects organically related to those which they will be called upon to teach, and thus directly strengthen their preparation; it will give the broader outlook so much needed by all the instructors of youth; it will more perfectly develop that scholarship and culture and breadth of interest which are

the true sources of every inspiring teacher's power. The increased efficiency thus developed will much more than compensate students for the additional time and expense required to complete the longer course.

Second, the extended course, begun at the Normal School and completed at the University, will serve especially to prepare teachers for high school positions and for principalships. The pursuit of academic and professional subjects side by side is believed to be distinctly advantageous to both. From the beginning the student becomes accustomed to study not merely how he is to master subjects, but how he is to lead others to master them. With the acquisition of scholarship and culture, interest in teaching and sympathy with learners are aroused and developed. The prospective high school teacher or principal will go from the Normal School to the University for the completion of his course with thorough scholastic preparation, with enthusiasm for his profession fully developed, with at least one year of valuable experience, and with aims clearly and intelligently defined. The two years of additional study necessary to obtain a degree will be devoted to such subjects as have special interest for the student in view of the work which, as teacher or supervisor, he proposes to undertake. Thus the Normal School and University courses, combined and unified, will be made to serve in the largest possible manner to equip the teacher or principal for professional efficiency.

Third, the advantages of this arrangement to residents of Southern California, especially, in point of convenience and economy will be apparent. It is expected that many ambitious students, unable to meet the expenses necessary for four years of university residence, will find it possible to realize their aims when two years of university work may be taken while residing at home or in the near vicinity. Careful estimates of expenses necessary for travel, boarding, laundry, etc., indicate that for students living at home, the outlay required for the completion of the two courses as proposed will be less than that of a university course alone, under the usual conditions heretofore existing.

GENERAL REQUIREMENTS FOR ADMISSION

Applicants for admission must be sixteen years of age and of good personality. They must also present evidence of good health, of sound moral character, and of the necessary preparation to meet the requirements of the course of study.

Character

Before registration each applicant must present a certificate of good moral character, signed by the County or the City Superintendent of Schools, the Principal under whom the high school course was taken, or any other two reputable and permanent residents of the district from which the student comes.

Health

According to a regulation of the Board of Trustees, each applicant must furnish evidence of being strong physically and free from chronic defects that would prevent successful work in the school or would militate against his or her fitness as a teacher of children. On admission, therefore, each student will be required to present a physician's certificate showing good health and freedom from physical defect. This, if desired, may be made out by the family physician according to the form furnished by the school, and found in the appendix.

Declaration of Intention to Teach in California

On entering the school students are required to make and sign the following declaration:

I hereby declare that my purpose in entering the school is to fit myself for teaching, and that I intend to teach in the public schools of this State, or in the State or Territory where I reside.

Scholastic Requirements for Admission and Graduation

The scholastic requirements for admission may be met in several ways:

I. A graduate of any secondary school of this State requiring four years of work in advance of the eighth grade will be admitted; *provided*, that at least ten units* of preparatory work are of such quality as to warrant recommendation to the State University; but matriculation will be complete only when the student presents either

(a) Credentials requisite for admission to any one of the colleges of the State University; or,

(b) Credentials showing acceptable work in English, two units; Plane Geometry, one unit; Algebra, through Quadratics, one unit; History and Government of the United States, one unit; Science, one unit.

*A unit of preparatory work represents 5 hours of recitation a week of one year.

II. Admission is granted to candidates who are able to show, either by examination or by accepted credentials from private secondary schools or high schools of other states, qualifications fully equivalent to those required by I.

III. Holders of California teachers' certificates of the grammar grade or of certificates of first grade from other states, who have taught with ability and success for two or more years, will be admitted to regular courses. Such students will, before graduation, be required to make good any deficiencies in their preliminary training whose existence their work in this school may reveal.

IV. Any teachers of experience, not candidates for graduation, who give evidence of their preparation to enter regular classes will be admitted to the school as visiting teachers for the purpose of doing special work. Their choice of subjects in all cases will be made with the approval of the Committee on Visiting Teachers.

V. Credits obtained in the state normal schools of California or other states are honored for the work represented by them.

VI. Credits offered by undergraduates of colleges and universities of good standing are accepted so far as they cover, or are deemed fair equivalents of, the work corresponding to that of the regular course of study.

VII. Students who are unable to bring credits from other schools, but who satisfy the President that they have successfully pursued subjects included in their course under approved conditions and for sufficient time, will be given proper admission or advanced standing on sustaining satisfactory examination in such subjects.

VIII. Students who have received the bachelor's degree from a college requiring not less than eight years of high school and college training will be admitted to special courses, covering two terms, devoted mainly to pedagogical study and practice teaching. Satisfactory completion of this work will entitle students to the diploma of the school.

IX. In general, the Training Department of the school furnishes opportunity for teaching to candidates for graduation only. Until July, 1908, however, facilities will be afforded by the school for the practical teaching prescribed by the State Board of Education, as a prerequisite for the state high school certificate, as set forth in rules 1 and 2 in Bulletin No. 86 of the State Board of Education.

X. A student who has reached eighteen years of age and has been in attendance not less than one school year (except as noted in VIII above) is entitled to a diploma when, according to the regulations of the school, he presents 121 units of credit for a two-year course or 183 units of credit for the three-year course. (A unit of credit represents one recitation per week for thirteen weeks.)

General Information Relative to Admission and Classification

I. Conditions in matriculation subjects may be removed by examination only after work done under instruction approved by the President.

2. The standing of all students shall be probationary for the first term.
3. On graduation, students will not be recommended for advanced standing in institutions to which their entrance credentials would not have secured their admission.
4. To insure freedom from entrance conditions, students who expect to enter the Normal School should, in their high school courses, pursue the subjects named in 1 (b) of Scholastic Requirements for Admission. They are advised, also, though not required, to include in their preparatory work two sciences, one physical (physics, chemistry, or physical geography), and one biological (botany, zoölogy, or physiology), and English history.
5. The number of terms indicated as necessary to complete the courses of study of the school is that required, *if the student has been admitted without condition and neither falls behind nor gains time in his course*. For various reasons some students require more than schedule time to meet satisfactorily all requirements. Unless admitted with some advanced credits, it is seldom possible for students to complete the course in less than the prescribed time.
6. In no case can advanced standing be obtained upon credits received in four-year high school courses. Subject to the regulations concerning substitutions, however, students may substitute certain high school credits for prescribed normal work and elect other subjects in its place.
7. Students are admitted to the General Professional Course, for either full or partial work, at the opening of any term, without disadvantage in classification. But since the course of study is regularly completed in two years, and the demand for teachers is greatest in September, *it is better to enter for the full course at the opening of the first (fall) term*, if employment in the public schools immediately after graduation is desired. The Kindergarten Training Course is open to new students, offering no advanced credits, at the opening of the first term, only.
8. On account of the very great importance, in teaching, of clear and correct expression, both oral and written, students who are not able to meet reasonable expectations in this respect will be assigned to special classes in English composition for the purpose of removing the deficiency.
9. Note should be taken of the days fixed by the calendar for examinations for admission, for advanced standing, and for the removal of conditions. At the opening of the fall term, new students should report *promptly on the first of the two days assigned by the calendar for registration; others on the second day*. After the opening week no student will be registered whose delay is not occasioned by reasons approved by the President. In case, therefore, any student is prevented by illness or other emergency from appearing on the opening day, he should, *in every case*, write the President, giving the cause of detention and mentioning the day of his expected arrival.
10. Blanks to be used by applicants for admission will be furnished upon application to the President.

COURSES OF STUDY

I. GENERAL PROFESSIONAL COURSE

FIRST YEAR

First term—Junior C

English I: Literature and Com- position	3	
Physiology	5	
Geography I: Physical	4	
Art I..... 3 and either	5	5
Manual Train- ing I..... 2 or		
Sewing I..... 2		
or		
Cookery	5	
Music I	2	
Physical Training	1	

Second term—Junior B

English II: Composition	2
Psychology I: General	5
Nature Study I: Agricultural..	4
Geography II: General	3
Manual Training II or Sewing II or Art I	3
Music II	2
Physical Training II	2

Third term—Junior A

English III: Grammar	5
Nature Study II: Biological...	4
Observation I	1
Reading I	5
Art II.....	3
Physical Training III.....	2

SECOND YEAR

Fourth term—Senior C

History I: Reviews	5
Physical Training IV	2
Music III	2
Observation II	1
Child Study.....	5
Teaching I	5

Fifth term—Senior B

Mathematics I: Arithmetic ...	5
English IV: Literature	4
Physical Training V	2
Pedagogy	3
Observation III	1
Teaching II	5

Sixth term—Senior A

Music IV	1
History of Education.....	5
School Economy	2
School Law	1
Seminar in Teaching	1
Teaching III	10

NOTE: Each of these subjects is offered each term.

II. ACADEMIC PROFESSIONAL COURSE

(The first year's work is the same as that of the first year in the General Professional Course.)

SECOND YEAR

Fourth term—Middle C

French I <i>or</i> German I	3*
History II: English	4*
Mathematics II: Plane and Spherical Trigonometry .	5*
<i>or</i>	
Mathematics IIa: Analysis }	
Psychology II: History of....	5*
Physical Training IV	2
Physical Training IVa	1*

Fifth term—Middle B

French II <i>or</i> German II	3*
History III: English	5*
Mathematics III: Algebra <i>or</i>	
Mathematics IIIa: Analysis .	4*
English V: Composition....	5*
Physical Training V	2
Physical Training Va	1*

Sixth term—Middle A

French III <i>or</i> German III....	3*
History I: Reviews..	5
Geography III: Physiography	5*
English IV: Literature	4
Music III	2
Physical Training VI	2*

THIRD YEAR

Seventh term—Senior C

French IV <i>or</i> German IV....	3*
Mathematics I: Arithmetic...	5
Child Study	5
Observation II	1
Teaching I	5
Physical Training VII	2*

Eighth term—Senior B

French V <i>or</i> German V.....	3*
History of Education	5
School Economy	2
School Law	1
Pedagogy	3
Observation III	1
Teaching II	5

Ninth term—Senior A

French VI <i>or</i> German VI....	3*
English VI: History of Eng- lish Literature.....	5*
<i>or</i>	
Mathematics IV: Plane Ana- lytical Geometry	
<i>or</i>	
Ethics	
Music IV	1
Seminar in Teaching	1
Teaching	10

* These subjects are offered in only one term each year.

III. KINDERGARTEN TRAINING COURSE

FIRST YEAR

First term—Junior C

English I: Literature and Composition	3
Physiology	5
Reading I	5
Music I	2*
Kindergarten Theory	5*

Second term—Junior B

English II: Composition	2
Psychology I: General	5
Nature Study I: Agricultural	4
Art I	3
Music II	2*
Observation I	2*
Kindergarten Theory II	3*

Third term—Junior A

English III: Grammar	5
Nature Study II: Biological ..	2*
Art II	3
Music III	3*
Observation II	2*
Kindergarten Theory	5*

SECOND YEAR

Fourth term—Senior C

Music V	1*
Child Study	5
Kindergarten Theory IV	4*
Teaching I	10*

Fifth term—Senior B

Pedagogy	3
Kindergarten Theory V	7*
Teaching	10*

Sixth term—Senior A

Music IV	1
History of Education	5
Kindergarten Theory VI	4*
Teaching III	10*

*These subjects are offered in only one term each year.

SYSTEM OF ELECTIVES AND SUBSTITUTIONS

In the following statements are set forth the subjects which may be pursued as electives under regulations governing election and substitution:

1. Subjects of the Academic Professional Course that are not included in the General Professional Course. Each of these subjects is offered only once each year. For assignment to terms consult the schedule of courses of study.

2. Biology: one term, five recitations per week; offered every term.

3. Nature Study III: Advanced Agriculture; five recitations per week during spring term.

4. (a) Manual Training I and II, every term; (b) Manual Training III: Advanced, spring term; (c) Manual Training IV: Continuation of III,

fall term; (*d*) Sewing I and II, every term; (*e*) Cookery, every term. Each of these is the equivalent of one term's work, five recitations per week. See regulations concerning substitutions, and note that either (*a*), (*d*), or (*e*) is required in both the General Professional and Academic Professional courses.

5. Reading II: Advanced, three recitations per week; winter term.
6. Art III: Advanced, four recitations per week; winter term.
7. Music VI: Advanced, three recitations per week; winter term.
8. Psychology IIa: Advanced, four recitations per week; spring term.
9. School Hygiene: two recitations per week; spring term.
10. Method in Arithmetic: two recitations per week; spring term.
11. Primary Education: five recitations per week; spring term.
12. Teaching IV: the number of hours to be determined in individual cases; any term of Senior year.

REGULATIONS CONCERNING SUBSTITUTIONS

1. Students accredited in Physiology may substitute Biology.
2. Students accredited in Physiology and Botany may substitute Advanced Agriculture (Nature Study III) *or* Physiography; Nature Study III must be preceded by Nature Study I and Physiography by Physical Geography.
3. Students accredited in Physical Geography may substitute for Geography I, Advanced Agriculture (Nature Study III), Physiography *or* Biology.
4. Students accredited in three years of High School English, including one-half year of English Grammar, may substitute freely for English III; those accredited in four years of High School English may substitute freely for English IV, and if their course has included one-half year of English Grammar, for English III, also.
5. Students accredited in three years of High School History, including one year of U. S. History and Government, may substitute freely for History I.
6. Students accredited in three years of High School Mathematics may substitute for Arithmetic, provided the substitution includes Method in Arithmetic.
7. If a student who is devoting two years to the General Professional Course desires to take either three or four terms of Manual Training or to take both Sewing I and II and Cookery, but is not entitled to such substitution as would permit this, others will be arranged by the committee admitting him.
8. Students whose High School Course has included Reading for a period equivalent to two years, two recitations per week, may substitute for Reading I, provided the substitution includes Reading II.
9. Students accredited in Freehand Drawing may substitute freely for all Art except one term.

10. Students whose High School Course has included Music for a period equivalent to two years, two recitations per week, may substitute freely for all Music except one term.

11. Students who have taught for two or more years may substitute School Hygiene for School Economy.

12. The aggregate number of hours in the various substituted subjects must not be less than the aggregate number of hours in the subjects for which substitutions are made, nor can an elective which has been substituted for one subject be substituted for another one.

13. In order that a student may obtain an elective to which he is entitled he may delay the pursuit of a subject or he may take a subject in advance of his group, provided he has the prerequisites for the pursuit of this advanced subject.

EXPLANATION OF COURSES OF STUDY

COURSE I—GENERAL PROFESSIONAL COURSE

AND

COURSE II—ACADEMIC PROFESSIONAL COURSE

PSYCHOLOGY AND EDUCATION

The center of the distinctively professional training is experience in teaching. Subsidiary to this is the study of educational principles, psychological, historical, sociological, and ethical. Instruction is given in psychology, child study, pedagogy, school hygiene, school management, school law, and history of education. The required course in psychology is pursued in the second term of the first year. The courses in biology and physiology, which precede the psychology, place special emphasis upon the development and function of the nervous system. They furnish students a basis for the appreciation of the biological standpoint of the psychology. A course in the history of psychology is given in the fall term and there is an elective course in advanced psychology in the spring term. Psychology is followed, in the first term of the senior year, by child study and in the second term by pedagogy, both courses carried on simultaneously with teaching. In the senior year, systematic instruction is given in school management, school law, and history of education. Elective courses in ethics, method in arithmetic, and primary education are offered. Attention is given to school hygiene in connection with psychology, child study, and school management. There is also an elective course in school hygiene. Students teach in the Training School for one period or more a day throughout the senior year. Closely correlated with this teaching are observations in the Training School, seminars, and conferences.

Following is a summary of the work in each of the professional subjects:

Psychology I: Educational Psychology

Prerequisite: The Normal School course in physiology, or its equivalent.

The course aims to give a knowledge of fundamental facts of consciousness. The biological point of view is taken, the mind is studied as the center of adjustment of individual to environment. The relation of the teacher's mind to that of the child, and ways of making contact between mind and mind are constantly emphasized.

Five hours per week for one term.

Psychology II: History of Psychology

Prerequisite: Psychology I, or its equivalent. Required of all students in the Academic Professional Course.

An account of the development of the science of psychology from primitive times to the present is given. The principles underlying the evolution of the subject-matter, and its organization to meet modern needs, are made prominent.

Three hours per week for one term.

Psychology IIa: Advanced Psychology

Prerequisite: Psychology I, or its equivalent. Elective under the regulations governing election.

The problems of modern psychology which are most important for educational theory are studied intensively. The purpose of the course is to give more thorough training in the scientific control of experience through knowledge of the laws of consciousness. For that reason, experimental methods are not emphasized as much as they usually are in advanced psychology.

Five hours per week for one term.

Pedagogy

The course consists of lectures, assigned readings, and recitations on a text. The following are the chief topics considered: the aim of education, instincts, apperception, interest, attention, memory, association, habit, moral behavior, motor education, play, and formal discipline. The relative amount of emphasis on these subjects varies from term to term. The work is based for the most part on the established facts of Educational Psychology and Child Study, attention being directed primarily to their practical bearing upon the work of the teacher.

Three hours per week for one term.

HISTORY OF EDUCATION

A brief survey of the history of education as the history of the conscious development of mankind. It comprehends a general study of the principal educational movements of the world-process, with a somewhat intensive consideration of the more important tendencies of modern education, as the psychological, scientific, social, and ethical.

The aim of the course is to enable students to form a conception, in the light of history, of the meaning, function, nature, process, and means of education, and thereby to win a more complete mastery of the conditions and problems of the present world of educational theory and practice. The work will also aid in the organization of the students' experience and studies in the other courses of the school, will connect in a more vital and concrete fashion the practice of the Training School and the theory of the Normal department.

Five hours per week for one term.

Child Study

This study is contemporary with the first practice teaching, when the students feel keenly the need of a knowledge of children. Such an arrangement of the courses gives opportunity also for more extensive observations of children's characteristics and therefore vitalizes both the practice teaching and the child study.

The work consists of recitations, occasional lectures, reviews of literature by students, and reports of individual observations they have made. Besides the general work of the course, each student is expected to make an intensive study of some special topic. The aim of the course is to acquaint students with the most important established facts and principles of mental and physical growth; to enable them to recognize types and individual differences among children; to teach them to notice, interpret, and deal properly with defects; and above all, to cultivate in them an intelligent sympathy with children. Emphasis is laid upon those phases of the subject which are most closely concerned with actual school-room work.

Five hours per week for one term.

School Hygiene

This is an elective course open to all students, subject to regulations concerning electives. Approximately half of the periods will be devoted to lectures, the aim of which will be to summarize the best of the numerous recent contributions to the subject, most of which studies are not at present accessible in English. The remainder of the time will be devoted to a text-book and to assigned readings. The following are some of the topics considered: eye and ear defects; developmental abnormalities; chronic diseases of children, such as adenoids, hypertrophied tonsils, spinal curvature, tuberculosis, nervousness, anemia, etc.; heating, lighting, ventilation, and seating; the care of the school building; and the necessity of health and medical inspection of school children.

The point of view determining the presentation of the work is that the physical welfare of the child should be the first consideration, and that the school may be made to play a vital part in the amelioration of the physical conditions of humanity, instead of being, as it now too often is, a menace to the healthy development of the young.

Two hours per week for one term.

School Economy and School Law

The course in school economy is a brief study of the administrative aspects of the teacher's work in the light of psychological, social, and ethical knowledge. It studies the school as the chief instrument by means of which public education is to be promoted. It endeavors to discover certain guiding principles in obedience to which the necessary mechanism of the school may yield its largest educational value. It points out and emphasizes the qualifications, professional and personal,

necessary to insure the successful administration of her office by the teacher. It inquires into the relations of the teacher to school officials, to parents, to the public generally, and discusses the social and ethical phases of the teacher's work and influence.

More specifically, the course treats of the ordinary details of school management—government and discipline; study, the recitation, recesses and recreations; tests and examinations; programs, courses of study, classification, gradation, promotions, incentives and moral training. The bearing of all these matters upon health is pointed out as the course proceeds. In addition, by means of lectures and demonstrations the course deals briefly with such topics as the school building, grounds, furniture, and apparatus; heating, lighting, and ventilation; hygiene of school life, occupations, and studies; diseases caused or aggravated by school conditions.

The study of these subjects involves recitations, conferences, reports on library readings, and lectures dealing with certain aspects of them not ordinarily treated in available books.

In the ten periods devoted to school law, practice in the keeping of a school register in a legal way is given each student. Attention is also centered on (1) the provisions of the State constitution concerning education and (2) the closely related portions of the political code. Emphasis is laid on the legal duties of superintendents, boards of education, school trustees, and teachers, and on the maintenance of our common schools.

Ethics, Theoretical and Practical

Optional with German or French V, English VI, or Mathematics IV, in Academic Professional Course.

The controlling educational aim is ethical and social; it seeks the development of a certain quality of character, the capacity to form and to realize a rational moral ideal of life within the social world. In order intelligently to develop this capacity, the teacher requires a definite consciousness of the fundamental moral principles expressed in conduct and clear insight into the meaning and worth of the relations of men in action. It is the primary aim of the course to meet this requirement. The course will include a general introduction to ethical theory, a brief historical resumé of the leading theories of the moral ideals, and a study of the ethical institutions of society and the moral life of the individual. In the last part of the subject a careful consideration will be made of the development and nature of moral consciousness, or the formation of ideals of conduct, moral progress, or the realization of ideals, and the constituent virtues of good moral character. The courses in child study and psychology are prerequisites. Reading and discussion of some of the elementary works on ethics.

Five hours per week for one term.

Observation, Teaching, Seminar in Teaching, and Conferences

During the term preceding practice teaching, the school-room situation is analyzed to emphasize the idea of the teacher as an arranger of conditions so that his pupils may enlarge and enrich experiences and become socially efficient individuals. Occasional observation lessons are given to pupils of the Training School by the training teachers. These lessons are reported by students the next week and are used to illustrate topics that have been discussed. Toward the close of the term, emphasis is laid on the necessity to plan well for teaching, and special reference is made to essentials in plans and to particular requirements in the Training School. More frequent observation lessons and a more extended consideration of principles of teaching occur during the next two terms. In the Senior A Seminar are discussed modern school-room problems.

Practice in teaching is usually afforded in a primary, an intermediate, and a grammar grade, under constant constructive criticism of the training teachers, and in some subjects under supervision of special teachers in the Normal School Faculty. Conferences between special teachers and student-teachers of special subjects are arranged for, as the need and the opportunity appear. Student-teachers are trained to become self-critical, and are entrusted with Training School classes in order to prepare them for teaching by practice in teaching in actual school-room conditions.

Observation and Seminar: One period, last four terms.

Teaching I and II: Five periods, first two terms of Senior year. These must be accompanied by Observation II and III, respectively.

Teaching III: Ten periods, last term. It must be accompanied by Seminar.

Teaching IV: See Electives.

Primary Education

An elective course, the purpose of which is to acquaint the student with the nature and needs of the children of the primary grades. Problems of adjustment between the child and the daily program will be discussed and definite methods of teaching specific subjects formulated. An effort will be made to follow the children in their periods of development through the various primary grades, and to set definite tests by which their physical, intellectual, and spiritual growth may be measured.

Prerequisite: Senior standing.

Five hours per week for one term.

ENGLISH

English I and II: Composition

The purpose of this work is to help students acquire good habits of speech and written language, and to acquaint them with some principles of teaching the subject. Rhetoric is studied not as a science but as the art of adapting discourse to subject, reader, occasion, and purpose. Principles are sought rather than rules; form is viewed as determined by clear thinking and genuine feeling about subject-matter. The students are encouraged to avoid bookishness as well as vulgarisms, to seek individuality, naturalness, and energy of expression, and to cultivate a habit of self-criticism. Attention is given to oral composition, to the correction and marking of papers, and to questions of method. Daily exercises in writing are provided for; the analyzing and outlining of subjects, and the preparation of themes in the leading literary forms are required throughout the course.

As illustrations of principles rather than as "models," a number of prose masterpieces are read and studied in connection with the practice in composition. It is found that such study gives impetus to the written work, and through the cultivation of right literary judgment is a helpful means to effective self-expression.

This work is required of all students except those who enter with advance credits covering it.

Three hours per week for one term and two hours per week for a second term.

English III: Grammar

The course in English grammar consists of a comprehensive review with direct reference to the teaching of language and grammar in elementary schools. The students are led to observe the facts of language for themselves; to distinguish between the essential and non-essential; and to see in their own experience the value of clear explanation, apt illustration, and exact statement. While the course comprises such study of grammatical forms as is essential, it is based on the idea that grammar is concrete logic; that the study of the sentence and the parts of speech, especially in a language almost without inflections, should be logical rather than formal. Consequently much attention is given to such methods of sentence analysis as show that the classes of words are determined by the nature of ideas; that the elements of the sentence correspond to the elements of the thought; and that the puzzling variety of word, phrase, and clause relations arises from the variety and complexity of thought itself. This method of approach renders the review a new view, and not only prepares the student to teach with intelligence and interest a subject frequently regarded as dry and unfruitful, but enables him to base the language work of the lower grades on a sound grammatical foundation.

Five hours per week for one term.

English IV : Literature

Prescribed for all students pursuing the General Professional Course. A portion of the time is given to the discussion of literature for the common schools. The aim of the study is to give the student a realization of the power of literature in the hands of an intelligent teacher, and definite principles by which this power may be directed toward satisfying the needs of the child.

The remainder of the term is devoted to two lines of work : (1) In the recitation hour the class read some poem of acknowledged merit, illustrative of the age in which it was written or of the character of its author; as, for example, Wordsworth's *Prelude* or Tennyson's *Idylls of the King*. (2) The students select for private reading such materials from a suggested list as will supplement their knowledge of English masterpieces. The aim of the course is to widen the student's horizon, to give him a deeper acquaintance with some of our noblest literature, and to equip him with a livelier and more vital appreciation of good reading.

Four hours per week for one term.

English V : Exposition

This course is offered but once each year. It is intended especially for students pursuing the Academic Professional Course, but may be elected by others under the conditions governing electives, explained elsewhere.

Five hours per week for one term.

English VI : History of English Literature

Optional with Ethics and Mathematics, for students of the Academic Professional Course. This course consists of a study of the development of English literature from the beginnings to the closing of the theaters in 1642. Selections illustrating the successive periods are studied, and their historical connection investigated. Each student is required to prepare at least two themes upon subjects assigned to him for individual research.

Three hours per week for one term.

History I : The United States

This is a review course in United States history, emphasizing especially the industrial development of the nation and the economic, political, and social questions of current interest. Attention is given also to the European background of American history, the development of English constitutional ideas that have affected our own institutions, and to the local history of California. The pedagogy of history and civics receives constant consideration, with discussion of method based on the observation and teaching of history in the Training School, and students become acquainted with the supplementary reading bearing upon the main periods of national development.

Five hours per week for one term.

History II and III: England

Limited to students of the Academic Professional Course.

The very great importance and universal interest in the origin and growth of the English and American constitutions, considered as parts of a single progressive development, will determine largely the character of the work of the course. The aim will be to give a general course in the constitutional and political history of England, and a very careful study of the development of the principles of self-government and of the representative system of government. The work will require a study of the "sources" as contained in Adams and Stephens's Select Documents in English Constitutional History, reading of Ransome's or Gardiner's History of England, and topics for individual investigation and report.

Two terms, four and five hours respectively.

READING

Reading I: General Course

The aim of the course in reading is twofold: to help the student to an appreciation of good literature, and to develop ability to express thought through correct use of the voice. Constant effort is made to develop a fair quality of voice and to establish a natural manner in speaking and reading. Attention is given to the expressional development of each member of the class before the regular work in methods begins. The principles employed in teaching the selections made for study are such as can be adapted to all grades of public school work. Among the special topics considered are (*a*) the choice of material to be used in grade work, (*b*) the art of story-telling, (*c*) dramatization and responsive work in gesture, (*d*) conduct of classes, (*e*) the use and place of phonics. For the benefit of students engaged in their first term of practice teaching frequent conferences are held and criticisms given in connection with the teaching of reading.

Five hours per week for one term.

Reading II: Advanced

The course, which is elective, continues the work of the preceding course, but represents higher standards of preparation and attainment. It includes, also, practice in extemporaneous speaking and in the dramatization of Shakespearean scenes.

Three hours per week for one term.

GEOGRAPHY

The life of man is profoundly influenced by his environment. The distribution of temperature and moisture determines, in a large measure, the character of his food, clothing, shelter, occupations, and mental development. The topography of the land and its natural resources influence the location of cities, the lines of transportation, and industrial

and social conditions. Man reacts upon his environment, partially overcoming it and adapting it to his needs. Through these innumerable and long-continued responses much of human progress has come.

Vital mutual relations between the earth and its life must always exist. The study of these relations, with particular reference to human life, is geography. The special purpose of the geography undertaken in the Normal School is to enable the student to work out these relations, to grasp geographic principles and apply them in his own immediate vicinity and in other areas, and to prepare him to teach the subject in the public schools of the State.

Geography I: Physical

This course is for students not holding entrance recommendations in physical geography. About one half of the time is devoted to laboratory and field work. Much attention is given to the use of topographic maps and models.

Four hours per week for one term.

Geography II: General

This course is for students holding entrance recommendations in physical geography. It consists of an intensive study of North America in the light of the application of the principles of physical geography. The influence of geology, topography, soil, and climate upon industrial and social development is carefully worked out.

Three hours per week for one term.

Geography III: Physiography

For students registered in the Academic Professional Course. The course includes a thorough study of physiographic processes and their resulting land forms, together with the intimate relations between these and human activities. Laboratory and field work receive much attention. Field trips are made to points within easy reach of Los Angeles, and the forms and forces there represented studied. Those who may desire to teach geography in secondary schools will find this course especially helpful.

Five hours per week for one term.

BIOLOGY

The work in this department includes various studies of animal and plant life selected with special reference to their value to prospective teachers. For them a general perspective of life and living processes, some training in scientific methods of study, and a knowledge of the elements of physiology and of the common forms of animal and plant life are considered more practical than an intensive and detailed study of any one branch of biology.

The laboratories are well equipped and arranged to carry out the work undertaken. In addition to the usual equipment of a well-appointed laboratory, consisting of microscopes, dissecting instruments, models, reagents, microtome, projecting apparatus, etc., there is a fairly complete series of slides, in sets of thirty-six, illustrating the most important points of minute structure of plants and animals; also a museum containing good collections of botanical, zoölogical, paleontological, and geological specimens. Working collections of typical local plants and animals selected with special reference to their life histories and adaptations are being prepared.

The library is well supplied with the best reference books on all phases of the subject. Many of the standard works are duplicated with from two to fifteen copies.

The general aims of the course are as follows:

(a) Employment of scientific methods of observation and expression.
(b) Contribution to general culture of students by giving them an outline of subject-matter which shall form a basis for further study of nature. The following aspects receive attention: the form and structure of living organisms; their physiology and ecology; their development and relationship; their economic relations to man.

(c) Practical foundation for intelligent direction of nature studies in the grades.

One term each of general biology and nature study is given.

General Biology

May be elected by students who have had elementary physiology and one year's work in either physics or chemistry. In accordance with the general aims already stated, it is intended to give the student as broad a view of the subject as possible. The principles common to all forms of life, especially fundamental physiological processes, factors of evolution, introductory facts of embryology, etc., are emphasized.

Five hours per week for one term.

Nature Study I: Agricultural Aspect

The growing demand for the presentation of Elementary Agriculture in the public schools has been recognized. One term of agricultural nature study is now required. A text of secondary rank is made the basis for class work. Experiments in physics of soils, nutrition and growth of plants, seed testing and plant propagation are performed. Occasional lectures by the instructor emphasize the application of principles to California conditions. Demonstrations, excursions, observation in school garden, practice in plant propagation, and reports on current literature all serve to make the work interesting and valuable preparation for successful teaching.

Four hours per week for one term.

Nature Study II: Biological Phase

This course includes presentation of the pedagogical, or child-study, basis for the subject, review of the great facts of animal and plant life which must be kept in mind in teaching, and a discussion of the course in actual operation in the Training School.

In the Training School nature study runs through the first six years, making the child familiar with most of the common animals and plants found in this locality. Gardens, so subdivided that each child has an individual garden (3 by 5 feet), and a full equipment of all kinds of garden tools are provided.

Practical results are aimed at throughout. A complete study of the school environment is undertaken. The practical character of the work may be seen from the subjoined partial list of subject-matter: making, stocking, and caring for marine and fresh-water aquaria; life-histories and care of such animals as toads and salamanders; life-histories of common insects, particularly the harmful ones, which are studied alive in vivaria and the stages of which are arranged and mounted; preparation of bird-lists and collection of data as to their feeding and nesting habits, etc.; preparation and care of small gardens where flowers and vegetables are grown; field excursions to points of interest about Los Angeles; reviews of the most important literature on nature study.

Four hours per week for one term.

PHYSIOLOGY AND HYGIENE

This subject is required of all students who do not bring entrance credits in it. To give the students of the Normal School adequate training for the proper teaching of physiology in the grades, the subject is made as definite, systematic, and concrete as possible. The care of the body and the wider application of the laws of hygiene are the main end; but, for a solid foundation, a good knowledge of anatomy and physiology as such is essential. The course deals not only with personal hygiene, but with the care of the school room and the home, with some of the great questions of public health, and with methods of teaching. Emphasis is placed upon the importance of proper exercise, bathing and clothing, care of the teeth, eyes and voice; what to do in emergencies, effects of stimulants and narcotics, and the necessity of temperance in all things. Without scientific knowledge along these lines a teacher can not arouse the interest of pupils and help them to form those habits of proper living which will insure their future usefulness.

The students perform for themselves the classical experiments which are the basis of the science; this experimental work occupies a prominent place in the course, is carefully recorded and is afterwards made the basis of conference and discussion. The laboratory work includes tests for mineral and organic impurities in water; study of the constituents of air; chemical tests for proteids, sugars, fats, and starches; study

of salivary, gastric, and pancreatic digestion; of osmosis; of nervous response; of muscular rhythm and activity; of fermentation and distillation, and of the propagation and destruction of bacteria. As a part of the study of food, each student plans several dietaries with especial reference to cost, as well as to food values.

The dissections and demonstrations exhibit gross and histologic structure of several tissues; blood clot, blood corpuscles, and blood current in capillaries; the anatomy of the heart, lungs, and trachea of a large mammal; the articulation of the bones; gross and histologic structure of bone; mechanical models of heart, lungs, ribs, and diaphragm; muscular reflexes; lenses illustrating physics of the eye. Members of the class have access to a laboratory of chemistry, a laboratory of physics, and a large number of Azoux models.

The teaching of this subject in the grades finds its illustration in the various classes of the Training School. Preparation of material for such instruction, the making of lesson outlines, observation and discussion of class-work, and the teaching of the subject as opportunity permits are required at appropriate times in connection with and following the course.

Five hours per week for one term.

MATHEMATICS

Mathematics I: Arithmetic

The Normal School aims to give sufficient training in arithmetic—review, reorganization, and revivification of subject-matter—and sufficient knowledge of the psychology of number and methods of presentation to fit its graduates to teach arithmetic intelligently and effectively in the public schools.

The fact that mathematics is a unit, that there are branches growing out of the main trunk, but that they are not distinct, separate, is emphasized. Algebraic, geometric, and arithmetic solutions of problems are given side by side. The constant endeavor is to broaden the student's view in regard to suitable material for grade work. Each new topic introduced is traced to its source; its relation to, and natural development from the old are shown. Some of the topics are studied exhaustively, as ratio; some are considered but slightly, as compound quantities; some are ignored, as averages and exchange.

Problems fresh in material and phraseology are chosen for the purpose of presenting new aspects of old subjects, and of placing known principles in different perspective. Many of these review problems are formulated in the class-room and are intended to embody the quantitative side of the work and the play of the world; they are made as much as possible the vehicle of useful information regarding science, business, and public works.

The growth of arithmetic as a subject of school instruction is traced historically, and some knowledge of the great teachers of arithmetic, their methods and their influence, is given.

Five hours, one term.

Mathematics II: Trigonometry

Prerequisite: Entrance credit in Elementary Algebra, Plane and Solid Geometry.

The derivation of the more important formulæ of trigonometry, with applications involving logarithmic calculation.

Five hours, fall term.

Mathematics IIa: Analysis

Prerequisite: Entrance credit in Elementary Algebra and Plane Geometry.

The elements of plane trigonometry; partial fractions; progressions; permutations; limits; series; analytic geometry of the conic sections; derivatives; simple methods of integration.

Five hours, fall term.

Mathematics III: Algebra

Prerequisite: Entrance credit in Elementary Algebra.

Fundamental laws; symmetry; progressions; permutations and combinations; binomial theorem; remainder theorems; complex numbers; introduction to the theory of equations.

Four hours, winter term.

Mathematics IIIa: Analysis

Continuation of Mathematics IIa, which is a prerequisite.

Four hours, winter term.

Mathematics IV: Analytic Geometry

Prerequisite: Mathematics II and III.

The straight line; conic sections; the general equation of the second degree; some problems of higher loci.

Five hours, spring term.

GERMAN LANGUAGE AND LITERATURE

German I, II, III

A thorough study of the fundamental principles of German grammar, the translation of prose and poetry (approximately of the amount and quality as in Hewett's or Thomas and Hervey's German Reader), the writing of graded exercises in German, constant practice in conversational German, and the memorizing of selected poems.

Three hours, for one year.

German IV, V, VI

Advanced grammar and composition (Harris's German Composition), systematic exercises in sight translation and conversation, and the careful study of several classics: some work of Storm, Freytag, Keller, or Grillparzer, and a work of Goethe, or Lessing, and Schiller's *Wilhelm Tell* or *Jungfrau von Orleans*.

Three hours per week for one year.

FRENCH LANGUAGE AND LITERATURE

The course in French aims to give the student an intimate acquaintance with French as a living language; to enable him to understand it when spoken, to speak and write it fluently, and to read modern French prose.

French I, II, III

Grammar. Oral and written exercises, with special attention to the idioms of the language and correct pronunciation. The reading of simple stories and plays.

Three hours per week for one year.

French IV, V, VI

Advanced grammar. A study of modern French authors: Daudet, Balzac, Hugo, Maupassant, and others. Written exercises will be continued and the course will be conducted as far as possible in the French language.

Three hours per week for one year.

MUSIC

The work in music done in the Training School and that done in the Normal course are so closely identified that constant reference to the procedure in the Training School is necessary for an understanding of the spirit and method of the instruction given to the students.

In the belief that music, to be an element of real value in the elementary school, must be dealt with more and more from the *music* or art side, this department aims to give the students from the beginning *song life*—as expressed in tone exercises, rhythms, or song stories.

The paramount aim in handling children's voices is to keep interest alive, and, through this aliveness, to preserve the unconscious light tone that belongs to the natural child. Care of the children's voices must result in care of the teacher's voice; the use of the voice in frequent example for the children making it more tuneful, rhythmic, and sympathetic.

Though the science side of music is not necessarily neglected, it is maintained that this is not the essential in any special grade. The grade

that is ready to do formal sight reading is any grade where the tone is light, true, and musical, where the interpretative instinct of the children has been aroused, and where the teacher is strong enough to keep these voice and heart qualities in the study of staff notation.

Each new difficulty—time, tune, chromatic, major or minor—is presented to the children through ear, voice, and eye: first, the teacher sings to some syllable (e. g., *loo* or *la*), the new idea, the children listening and then telling how it sounds; second, the children sing the exercise; third, the children see the representation on chart or blackboard.

This plan demands of the student-teacher attention to tone-quality, pitch, tone-relationship, rhythm and mood of song or exercise. Not least of its merits, it insures the discipline of *good listening*, listening that encourages, while it detects the points of criticism, positive or negative.

Though the carrying out of this purpose calls for more musical strength than the average normal student gains in the short course now planned, we feel confident that the work is set in the right direction and that growth must come.

The daily twenty-minute chorus practice gives to the students an opportunity for growth in musical life. There is for them a brief daily association with good music handled as broadly as the conditions permit.

The class-room work presents the following phases:

1. Simple vocal exercises, which the student in turn may use to lighten and soften the children's voices.

2. Songs and sight reading exercises embodying quality of tone, rhythm, tone-relationship, phrasing and mood of song.

3. Presentation, by students, of rote songs for class criticism based upon:

- (a) Value of the song—melodic, rhythmic, ethical.

- (b) Teacher's conception of the song, and attitude toward the class.

- (c) Interpretation—tone-quality, rhythm, enunciation, spirit of song.

- (d) Results from class.

4. Preparation of outline of grade work from first to eighth, with classified selection of good songs; presentation of work of any grade for class criticism.

5. Criticism based upon observations in Training School.

6. Study of composers, musical form, and folk music for use in Training School.

First Year. Voice training: exercises in breathing, tone placing, and articulation. Ear training: exercises in interval and rhythm. Sight reading.

Second Year. Voice and ear training. Development of chromatic and minor scales. Sight reading. Presentation of rote songs. Study of composers and musical form. Methods. Criticism of Training School work. Use of baton.

The scheme of music study indicated above covers four terms of work, as follows:

Music I: Theory and sight reading

Two hours, for one term.

Music II: Sight reading and song presentation

Two hours, for one term.

Music III: Song presentation method

Two hours, for one term.

Music IV: Study of composers, program work

One hour, for one term.

ART

The great purpose of art teaching is the training of appreciation. The method of study is to work from within out; to begin with creative work.

The course in the Normal School is based on the study of art principles—as proportion, rhythm, and subordination. The elements of art, line, dark-and-light, and color are studied separately at first and then in combination. The inspiration and stimulus of fine examples, studied for a definite purpose, strengthen the work of the student and awaken an appreciative interest in the history of art.

Drawing and painting from nature and objects is a necessary part of the course. The desire to express beauty of line, mass, and color in nature and objects, and the need of these forms to use as material for creative work furnish motives to the student to master the difficulties of object drawing.

Illustrative talks will be given at intervals throughout the course. The theory and practice of art teaching concern the student during the latter part of the course. Instruction on the preparation of lessons, methods of presentation, and criticism of results make direct connection with the work of the Training School.

Art I

Illustrated talks on art appreciation and history. Study of great art principles—proportion, rhythm, and subordination through simple exercises in line, dark-and-light, and color. Drawing and painting from nature and objects.

Three hours per week for one term.

Art II

Art appreciation and history. Principles and elements of art. Landscape composition; drawing and painting from nature and objects; methods of teaching art.

Three hours per week for one term.

Art III

Elective. Advanced work—continuation of Art II.

Four hours per week for one term.

MANUAL TRAINING

The work in manual training is planned with special reference to the needs of the grade teacher. The course in the Normal Department therefore parallels closely the outline of work used in the Training School.

The aim of the work of this department is to give to students an actual working knowledge of the tools, materials, and tool exercises commonly used in the grades; to acquaint them with the methods used in teaching the different lines of work; and to develop and stimulate in them an interest in hand-work.

Demonstrations of tool exercises and talks to outline the work are given by the instructor. Class instruction is supplemented by individual instruction. Students may substitute models that are of special interest to them; provided, that such models embody the necessary tool exercises and can be completed in a reasonable length of time.

Course I

The ground covered in this course may be briefly outlined as follows: Freehand cutting, paper folding, and cardboard construction, the latter embracing drawing and lettering, cutting, scoring, folding, punching, tying or pasting, decorating, and the covering of useful models with leatherette.

Two hours per week for one term.

Course II

This course is a continuation of Course I and includes: work in raffia (wound over cardboard foundation, braided and sewed into small articles, woven on loom or over rattan or splint foundation, and basketry); and in weaving of paper, raffia, yarn, or cord (freehand and with loom).

Three hours per week for one term.

Course III

Course III is devoted to drawing and blue-printing (working drawings), knife work in thin wood, and bench work (interesting models in the construction of which the correct use and proper care of the common wood-working tools can be profitably taught).

Students must have completed Course III creditably before they can be assigned to teach bench work in the grades.

Five hours per week for one term.

Course IV

Special work in any of the following subjects: mechanical drawing (orthographic projection—objects oblique to planes, the development of surfaces, the intersection of surfaces, and the use of auxiliary planes); bench work (advanced); or bent iron and sheet metal work (picture-holder, pen rack, mats, etc., in bent iron; and tray, metal corners, hinges, bowl, scone, etc., in sheet metal).

Five hours per week for one term.

Special Course

In addition to the regular courses offered by the department a small number of students will be received for special work intended to give preparation for teaching elementary manual training. The qualifications necessary for admission to this course are the same as those for admission to the regular courses of the school and, in addition, at least one year of Normal school work or its equivalent or a successful teaching experience and some acquired proficiency in the use of tools. The course will, at the outset, include three terms of work, on the satisfactory completion of which a recommendation to teach elementary manual training will be given.

DOMESTIC SCIENCE AND ART

A knowledge of the preparation of food and of the adaptability of textiles to the needs of the human race is of fundamental importance to all. Instruction and training along these lines is being rapidly introduced into our public schools. The purpose of this department in the Normal School is to give to the teachers who complete the course the essentials necessary to meet these additional requirements.

In the course in cookery, theory and practice are carried along in parallel lines, the aim being to make the knowledge gained broader than that given by the mere preparation of dishes from receipts. The food principles, their value in the economy of the body, and the chemistry of food and of cooking are considered. The student is led to see why certain methods of cooking, under certain conditions, are better than others. The practice of economy in the preparation of food is emphasized.

In the course in sewing, practical rather than ornamental phases of the work are emphasized. The simple stitches, when mastered, are elaborated into the seams and combinations used in garment making.

Cookery

The kitchen, its arrangement and care; the selection, use, and care of utensils; stoves, ranges, fuels.

Methods of cooking: Boiling stewing, roasting, etc.

Food principles: Composition and nutritive value of foods.

Starch: Composition, digestion, and value; cooking of starchy foods: Cereals, cornstarch, starchy vegetables.

Vegetables: Kinds, selection, food value, sauces.

Proteid foods: Cooking of eggs, egg combinations, etc.

Batters and doughs: Flours, leavening agents, oils, fats.

Meats: Relative and comparative value; gelatine dishes; inexpensive cuts; left-overs.

Salads, sandwiches, school lunches.

Desserts.

Invalid cookery: liquid, semi-solid and solid foods.

Instruction by demonstration, lectures, individual and group practice.

Five hours per week for one term.

Sewing Course I

A course of hand sewing, including the following stitches: even and uneven basting, running, overcasting, back and half-back stitch, hemming, overhanding, weaving, darning, buttonhole stitch, etc.

As the stitches are learned they are applied to the making of simple articles.

Study of textile fibres: cotton, flax, wool, silk, ramie, etc.

Spinning wheel, loom, modern machinery used for spinning and weaving.

The choosing and buying of materials, according to use, quality and cost.

Taste development.

Two hours per week for one term.

Sewing Course II

Study and use of the sewing-machine; the application of the stitches to simple garment making: undergarments, shirt-waist suits, aprons, etc.

Three hours per week for one term.

PHYSICAL TRAINING

The course in physical training aims to maintain and promote the health of the students, and to furnish them with the principles underlying this training; also, to give them practical knowledge of a system of educational gymnastics sufficient to enable them to teach intelligently any form of school gymnastics, and to adapt their work to the varying conditions which they may meet.

Free and unrestricted action of the body is essential to good mental and physical development; our young women, therefore, are urged to wear hygienic clothing at all times. The coöperation of mothers is asked in this important matter. In the gymnasium all students are required to wear gymnasium suits. The regulation dress for the young women consists of divided skirt, blouse, and gymnasium shoes. Directions for making the suit will be sent by the instructor in physical training to those students who desire to have their suits made at home. All others must come prepared to purchase them. The expense will be from five to eight dollars each. The young men should provide themselves with knickerbockers, blouse, and gymnasium shoes.

Course I

Instruction and practice in the fundamental physical activities, such as breathing, sitting, standing, walking, running, stair climbing. Personal hygiene.

Once a week for one term.

Course II

Elementary Swedish gymnastics and gymnastic games, tactics, mat exercises, relaxing exercises, rhythmic movements, marching.

Prescription work is assigned when necessary.

Twice a week for one term.

Course III

Advanced Swedish gymnastics. Simple apparatus work, such as stall bars, boom ladders, ropes. Drill in leading squads and criticisms based upon the observation of this drill.

Twice a week for one term.

Course IV

Theory of physical training with practical applications. The theory includes talk on the history of physical training, the physiology of exercise, the mechanism of movements, the discussion of the principal systems of gymnastics, the theory of the Swedish system, the relation of gymnastics to athletics, methods of teaching children, and the analysis of positions common during school life. This work is supplemented by the making of plans and the direction of classes in the Training School.

Twice a week for one term.

Course V

This course consists of exercises with and without hand apparatus. Fancy steps. Classified games for children in the school room and upon the playgrounds.

Twice a week for one term.

For students taking the Academic Professional Course, an additional year's work is given, which, in connection with that of the General Professional Course, is equivalent to the requirement of the freshman university year.

The young men use the gymnasium after the daily sessions.

COURSE III—KINDERGARTEN TRAINING COURSE

The special aim and work of this department is to give a thorough and practical training in kindergarten methods. In the first year the student is introduced to accepted standards of work, and in the second is led to make such applications through actual practice in teaching as will result in a broad as well as effectual training for service.

The department is well arranged to carry out this plan of making the kindergarten itself the center and basis of all work given. The three kindergarten rooms are large and sunny. Besides the usual kindergarten equipment, there is, indoors, a large aquarium well stocked with plant and animal life; out of doors, a gymnasium fitted with swings, ladders, balance swings, turning bars, ropes and poles for climbing; also sand piles, blackboards, building-blocks, and sufficient garden space for each child to have an individual garden.

KINDERGARTEN THEORY AND PRACTICE

FIRST YEAR

I. Theory

(a) *Kindergarten Principles*: Lectures, papers, and class discussions—a study of Froebel's philosophy as embodied in the Mother plays.

Two hours, first term; one hour, second term; one hour, third term.

(b) *Physical Training*: Activity plays and representative exercises developed into traditional and kindergarten games.

One hour each term.

(c) *Manual Training*:

1. Gifts: Lectures, essays, and exercises, a study of the principles illustrated in Froebel's series of educational toys, with their use.

Three hours, third term.

2. Occupations: Lectures, discussion, home work. A technical training in the various forms of kindergarten hand work.

Three hours, first term.

(d) *Stories*: Lectures and observation. A consideration of the possible sources of literature for young children, with a classification for purposes of reference. Practice in reciting nursery rhymes, fables, and dramatizing stories.

One hour, second term.

II. Kindergarten Observation

The observation in kindergarten gives an opportunity to become acquainted with the basic principles of education in actual operation and to know the materials through methods of use. Notebooks are kept and the observation work is supplemented by discussion in class.

Two hours, first term and second terms.

SECOND YEAR

I. Theory

(a) *Educational Principles*: Lectures, essays, and discussions—a further study of Froebel's philosophy in relation to modern theories.

One hour, three terms.

(b) *Physical Training*:

1. Games: Practice and method. One hour, three terms.

2. Lectures and papers: A study of the origin, development, and purposes of games; the physical development of the child through play; hygienic problems of kindergarten management. One hour, fifth term; one hour, sixth term.

(c) *Manual Training*:

1. Gifts and occupations: Experiments in the adaptation and use of the gifts and occupations in connection with the environment of the child in California.

2. Program: The development, through discussion, of a definite outline of work in the three kindergartens connected with the Normal School: (a) Training School Kindergarten, (b) Church of the Neighborhood Kindergarten, (c) South Pasadena Children's Aid Home Kindergarten.

One hour, fourth, fifth, and sixth terms.

(d) *Stories*: An analysis of the essentials of successful story-telling, with practice in telling myths, fairy tales, and stories of child life adapted to kindergarten uses.

Two hours, fifth term.

II. Practice Teaching

Practice work thirteen hours a week throughout the year. This practice is required in kindergartens under the supervision of the Normal Kindergarten Director. Each student works under criticism, and is held responsible for her own group of children during practice hours. Ample opportunity is given for telling stories, teaching songs, and conducting morning circle, games, and marches. Students who fail in such practice work will not receive the diploma, even though their academic work be satisfactory.

KINDERGARTEN MUSIC

Vocal

Voice placing and developing of tone and rhythm; phrasing and expression; study of children's songs; selections of music for kindergarten uses; sketches from the history of music.

Instrumental

Actual instruction in piano-playing is not given in the course. Because of the demand for kindergartners who are also pianists, students are urged to enter equipped with the ability to play simple rhythms, games,

and song accompaniments. Suggestions for good interpretation of song-story and piano selections are given during the course, and no student will be granted the diploma who can not play satisfactorily at the time of graduation.

KINDERGARTEN ART COURSES

Two courses are given. The first of these is the same as Art I of the General Professional Course. The second is the same as Art II of the General Professional Course with some modifications in the latter part of the course, in which special attention will be given to adaptation of the work to the kindergarten.

THE TRAINING SCHOOL

The Training School in its present organization is a branch of the Los Angeles city school system, and consists of a kindergarten and the succeeding eight grades. Pupils are admitted upon the same terms as to the city schools, the same general plan for classification and promotion obtains, and the customary reports of a city school are made to the city superintendent by the principal. The work of the Training School is so planned that the student-teachers are given sufficient experience to enable them to teach successfully and under such conditions that from the first they will form correct professional habits and master those principles which will insure future growth.

To secure the first end each student is required to teach throughout the senior year under conditions which duplicate in all essentials those found in the public schools of the State. No one is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction.

To form the basis for growth the students are given abundant opportunity to observe the best teaching for the purpose of seeing what it has that will be helpful to them, and are led constantly to note the application of the principles upon which all good teaching must rest.

COURSE OF STUDY

The Training School is one of the public schools of the city of Los Angeles, and the pupils are subject to the possibility of change to other schools. Therefore the course of study for the schools of the city is followed sufficiently to permit such changes to be made without loss to pupils, but it is followed only to the extent necessary to permit such changes. The pedagogical aims and practices of the school and the course of study to some extent are determined by the Normal School.

The following outline indicates the work attempted in each year :

Kindergarten. The kindergarten aims to lay a basis for further development in the school, by emphasizing those exercises which tend to produce strength of body and control; interest in the natural and social life of the world; an intelligent curiosity concerning the qualities, functions, and names of common objects; and habits of obedience, cheerfulness, and helpfulness.

First Grade. The program of the first grade has been organized to meet the needs of the six-year-old child so that he may adjust himself to the school work with as little friction as possible. Ample opportunity is given for outdoor exercise and the physical development of the chil-

dren is carefully guarded. An effort is made to so unify the work that there will be as few arbitrary divisions of subject-matter as possible. The child is made to feel that he has a problem to solve which requires the use of his reading, writing, and handwork. These subjects are presented as necessary tools rather than as ends in themselves but are so frequently called into practical use that skill is acquired in the handling of them. The program includes Reading, Phonics, Writing, Art, Nature Study, Music, Language, Literature, and Handwork, each illustrating and emphasizing the other and all uniting to enlarge the child's experiences, to stimulate his curiosity, and to organize and clarify his images. Opportunity is provided for group work so that the social contact may lead to standards of good conduct and encourage a natural helpfulness toward one another.

Second Grade. *Reading:* Skill in reading aloud. Daily systematic work in phonics; articulation drills. Dramatization of suitable stories read. Memorizing of literary gems. *Writing:* Pencil introduced. *Spelling:* Largely dictation of nursery rhymes. *Literature:* Stories and poems. *Language:* Informal conversations. Dramatization of stories. Games to teach good usage and courteous forms of speech. How to write statements and questions. Some uses of capital letters. *Number Work:* Last five weeks. *Nature Study:* 1. General—Acquaintanceship with local plants and animals. 2. Garden work phase—Small individual plots. Frequent plantings of quick-growing vegetables, supplying the home table. *Art:* Rhythm and spacing. Simple borders and patterns in color, using geometric and nature motives. Contrasts of hue and value. How to pick flowers and how to arrange them. Paper tearing and cutting of animal forms and figures. Drawing and painting of flowers, fruit, animals, figures, and toys. Modeling. Illustration of stories, games, occupations, and events of interest. Poster cutting. Picture study. Water color, clay, scissors, chalk, charcoal, crayola. *Manual Training:* Paper weaving and folding. Geometric form lessons in clay. Braiding and sewing of raffia. Winding and knotting cord. Rug weaving in loom. Furnishing doll house. *Music:* Songs by rote, emphasizing dramatic life of song. Ear training—(a) Developing scale through chords; exercises on ladder and staff, pointed in phrase; (b) Time exercises; mood exercises; simple exercises sung through from staff. *Physical Training:* Simple gymnastic movements involving one set of joints at a time. Ball and bean-bag practice in room. Ring games on playground.

Third Grade. *Reading:* See second grade. *Writing:* Pen and ink introduced. Natural slant throughout grades. *Spelling.* *Literature.* *Language:* Oral composition as in second grade. Written composition begun. Frequent oral exercises to correct the most common errors of speech. *Arithmetic.* *Nature Study:* See second grade. *Geography:* The main purpose is to develop elementary geographic ideas through a

study of the surface forms and the social institutions in the vicinity.

Art: Rhythm, spacing, alternation. Designs using geometric and nature motives. Dark-and-light, two tones. Related colors. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Poster cutting. Picture study. Water color, clay, scissors, charcoal, brush and ink, crayola. *Manual Training:* Introduction to cardboard construction. Geometric form lessons in clay. Raffia and cord work. Furnishing doll house. Other class projects. *Music:* Review song work of second grade. Frequent voice exercises keeping light quality of tone. Exercises pointed in phrase on ladder and staff. Ear test—(a) Tune; (b) Time. Finding key. Showing signature. Sight-reading exercises to emphasize attack and tempo. Dictation exercises (written) using simple forms of time and tune. *Physical Training:* In room, free standing exercises with emphasis on the hygienic side. In gymnasium, fancy steps, rhythmical exercises and games.

Fourth Grade. *Reading:* See preceding grades. Dictionary work and expression emphasized. *Writing. Spelling. Literature. Language.* Oral composition in the form of conversation and class discussion, and of individual reports on topics of interest. Brief written compositions—letters, imaginative stories, accounts of things seen and done. Dramatization. Practical exercises, chiefly oral and not technical, in the case and number forms of nouns and pronouns; the agreement of verbs; the past tense and past participles of a few irregular verbs. *Arithmetic. Nature Study:* 1. General—(a) The economic plants grown in garden, steps in production of crops, industrial studies. (b) Animals. Sea beach life. Activities of some lower animals. (c) Museum studies—products and by-products of economic plants. 2. Garden work phase—larger individual plots. Cultivation of the principal field crops of Southern California. Harvesting and marketing crops. *Geography:* The work is based on the industrial and social life of man. Through a study of the activities by means of which the home is related to the world, a knowledge of the physical, climatic, and human conditions is developed. The work centers about the four main topics of food, clothing, shelter, and transportation. *History:* Local, in supplementary reading work. *Art:* Shape and proportion, rhythm, symmetry. Designs using geometric, symbolic, and nature motives. Dark-and-light, three tones. Tones of one color. Adapting designs to material. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Picture study. Water color, charcoal, clay, scissors, brush and ink, crayola, pencil. *Manual Training:* Cardboard construction. Raffia and reed work. Geometric form lessons in clay. Free-hand drawing involving perspective. Pottery. *Music:* Songs read and sung by rote. Voice exercises. Ear training in time and tune, presenting new difficulties. Sight reading, emphasizing attack, tempo,

phrasing, and tone quality. *Physical Training*: In room, free standing exercises with emphasis on balance and carriage. In gymnasium, marching, running, skipping. Competitive games.

Fifth Grade. *Reading*: Emphasis on expression and responsiveness in reading. Dramatization. Articulation drills. *Spelling*. *Writing*. *Literature*, first and third quarters. *History*: Local municipal civics. Second and fourth quarters, period of discovery and early colonial period. *Language*: Oral and written composition along the same lines as in fourth grade. Exercises in nouns, pronouns, and verbs continued. Correct use of adjectives and adverbs. *Arithmetic*. *Nature Study*: 1. General—(a) Most interesting native plants—collect for garden, identify, study life histories. Segregate specially interesting groups like dry-weather plants, alkali-resistant plants, etc. Plant shrubs and trees on school grounds. (b) Birds and insects in relation to man. 2. Garden work phase—(a) Individual work in "botanic garden." Emphasize collecting in fall, studying and caring for plants in spring. (b) Community work in plant improvement plot No. 1. (c) Spare time to be spent in keeping all walks and paths in order; caring for ornamental plants; general responsibility for appearance of whole garden. No individual plots. *Geography*: North America and Europe. Much attention is given to cause and consequence, and to map drawing. *Art*: Proportion, rhythm, radiation, variation. Pattern and landscape composition. Scales of dark-and-light and color, three tones. Adapting designs to material. Stenciling or wood-block printing. Flower arrangement. Drawing and painting from nature and objects. Modeling. Picture study. Water color, charcoal, clay, scissors, brush and ink, crayola, pencil. *Manual Training*: Advanced cardboard construction. Work with raffia and Tilo Matting. Basketry and pottery, for girls; making of working drawings and beginning of bench work, for boys. *Music*: Continue work of fourth grade. Formal two-part singing. *Physical Training*: In room, gymnastic movements combining arm and leg movements. In gymnasium, marching, fancy steps, simple apparatus work. Relay race.

Sixth Grade. *Reading and Literature*: Emphasis on expression and responsiveness in reading. Dramatization of poems and historical events. *Language*: Oral composition continued, but increased emphasis on written composition. Exercises in the correct use of grammatical forms continued. Discrimination between words frequently misused. *Spelling*. *Writing*, first half year. *Arithmetic*. *Nature Study*: 1. General—(a) Plants—indoor propagation work. Native trees reviewed. Elementary forestry. (b) Animals—naturalist and poultry clubs to hold meetings. 2. Garden work phase—Plant propagation. (a) Individual plots—rooting cuttings for home use or exchange, raising bulbs from seed, etc. (b) Community work in plant improvement plot No. 2. *Geography*: Asia, South America, Africa, and Australia. Comparison and explanation of likenesses and differences. Much use of pictures

and other illustrative material. *History*: Stories of Greeks and Romans, first half. English history, study recitation, second half. *Art*: Proportion, rhythm, transition. Pattern and landscape compositions. Scales of dark-and-light and color, five tones. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training* and *Domestic Art*: Working drawings, sketches of models, bench work, and knife work in thin wood, for boys. Sewing, for girls. *Music*: Continue work of fifth grade. Ear training to include minor mode. Three-part work. *Physical Training*: Gymnastic movements requiring precision. Olympic games on playground. Corner Ball.

Seventh Grade. *Reading and Literature*: See sixth grade. *Language*: Occasional oral reports and discussions. Emphasis placed on written composition and the grammatical structure of the sentence, the latter being made a means to an end—the effective communication of thought. *Spelling* and *Word Building*. *Arithmetic*. *Nature Study*: 1. General—Experimental laboratory work. (a) Elements of social physics. (b) Soils and plants. Study of American agricultural industries—historical aspects. 2. Garden work phase—Elementary agriculture. (a) Application of laboratory study in irrigation, crop rotation, green-manuring, etc., in communal plots. (b) Community work in plant improvement plot No. 3. (c) Spare time spent in community crop rotation, green-manure and inoculation plots. *Geography*: The elements of physical geography. Brief study of geographic forms and processes and their relation to human activities. Review of the continents and the United States in the light of this study. Special study of California, covering a period of ten weeks. *History* of United States to 1845. *Art*: Proportion, rhythm, opposition, subordination, composition in designs and pictures. Scales of dark-and-light and color. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training* and *Domestic Art*: Isometric drawing, sketching of models, bench work, and bent iron work, for boys. Sewing, for girls. *Music*: Work of previous grades made strong. Ear training to include through forms of minor. Chorus singing, watching leader for good interpretation. Study of composers, Folk songs, National songs, Cradle songs, etc. *Physical Training*: Girls—Swedish Day's Order; Captain Ball. Boys—Swedish Day's Order; Apparatus; Captain Ball.

Eighth Grade. *Literature and Reading*: As in preceding grade, with decreasing emphasis on the technical phases of reading and increasing emphasis on literary appreciation. Study of different interpretations of

the "Quest for the Holy Grail," with intensive study of "The Vision of Sir Launfal." Analysis and reading of "Silas Marner" and either "Julius Cæsar" or "The Merchant of Venice." Impersonation of characters a part of the regular recitation. Dramatization, using author's language. *Language*: Oral composition as in seventh grade. Written composition, including the elementary principles of narration, description, and exposition. Review of the facts of grammar previously learned. Such additional facts as are essential to correct speech; the use of apt words; choice of synonyms. *Spelling* and *Word Building*. *Geometry*. *Physiology*: Laboratory and text-book study of human physiology. *History*: United States history, concluded, with especial consideration of the industrial development, of California history, and of civics. *Art*: Principles of composition in designs and pictures. Color values and harmony. Color schemes for room interiors. Stenciling or wood-block printing. Illumination of text. Program covers, magazine pages, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training* and *Domestic Science*: Mechanical drawing, bench work, and furniture construction, for boys. Cookery, for girls. *Music*: See seventh grade. *Physical Training*: Girls—Swedish Day's Order; Captain Ball; Basket Ball. Boys—Swedish Day's Order; Apparatus; Indoor baseball.

THE LIBRARY

The library contains about sixteen thousand volumes, classified according to the Dewey decimal system and arranged on low shelves to which the students have free access.

Though the desirability of supplying good reading for leisure hours is not overlooked in the choice of books, the main purpose is to provide the means for pursuing the branches prescribed in the courses of study. The subjects most fully represented are: psychology and education, science, travel, history, and literature. About one thousand new volumes are added annually. Great care is taken in the selection of books; the liberal use made of the library by students shows that the collection fulfills its purpose. The past year shows an average monthly circulation of forty-eight hundred, exclusive of books used in the library. The library is supplied also with most of the best current literature, professional and general. A Circular of Information to those who use the library has been issued, and has proved very helpful to students in many ways.

In addition to the ordinary reference books, such as dictionaries, encyclopedias, and atlases, there are, either bound or on file, about eight hundred volumes of the leading literary and educational periodicals, which, by the aid of Poole's Index and kindred publications, can be used to great advantage. The use of the library in general is facilitated by a card catalog containing besides the title and subject of every book and the name of its author, many references to magazines and other sources, the titles of which do not indicate the contents.

CATALOG OF STUDENTS, 1906-1907

GENERAL PROFESSIONAL DEPARTMENT

Senior Classes

Aldridge, Rhoda V.	Lebanon, O.	Doan, Della	Los Angeles
Alger, Edna C.	Edgewood, Ia.	Dolan, Teresa	Los Angeles
Allin, Jessie G.	Pasadena	Donahue, Frances L.	Alhambra
Alsbach, Edith	Santa Ana	Dorfmeier, Irene	Los Angeles
Armstrong, Carrie	Arroyo Grande	Doyle, Ella	Glendale
Arthur, Edith M.	Fillmore	Duncan, Dorothy	Los Angeles
Babcock, Servia	San Diego	Eckleen, Edith	Pasadena
Banks, Elizabeth	Fullerton	Elder, Martha	Los Angeles
*Barbour, Marion	Hanford	Erickson, Hulda C.	Fresno
Bathey, Allie	Hollywood	Elliott, Edna Rea	Covina
Beck, Mrs. Kathleen Sue.	Los Angeles	Evans, Clara	El Monte
Bell, Alberta V.	Somis	Evans, L. Josephine	El Monte
Bemis, Cecil E.	Ontario	Fallis, Elizabeth	Los Angeles
Blackburn, Rowena	Los Angeles	Fickas, Lulu M.	Santa Ana
Blanchard, Ada E.	Covina	Flathers, Mae	Ontario
Bostwick, Florence	Los Angeles	Fowble, Bessie	Los Angeles
Bolton, May	Los Angeles	Fraser, Mary E.	Ventura
Brayton, Edna	Los Angeles	Fryer, Cullie	Spadra
Brendel, Carrie	Dubuque, Ia.	Fryer, Lottie	Spadra
Brendel, Ruth	Dubuque, Ia.	Garrison, Dora	Los Angeles
Brown, Trenna	Los Angeles	George, Edna	Hyde Park
Buchanan, Margaret	Los Angeles	Gettman, Sophie	Pomona
Buhn, Lena	Bakersfield	Gilbert, Florence	San Bernardino
Bullock, Nina	Rivera	Girvin, Ivy Josephine.	Honolulu, H. I.
Burr, Marjorie	St. Albans, Vt.	Grant, Bertha	Norwalk
Butts, Emma M.	Pasadena	Gray, Evangeline	Los Angeles
Cadwell, Floralyn	Carpinteria	Green, Irene	Los Angeles
Cartmill, Flora	Tulare	Groton, Cary	Rivera
Cartwright, Maud M.	East Pasadena	Haettel, Lois	Los Angeles
Cassels, Margaret	Toluca	Hall, Mary E. L.	Orange
Cawelti, Sadie	Somis	Halsey, Louise	Buena Park
Chapman, Anamay	Westminster	Halvorsen, Elsie	Rice Lake, Wis.
*Chase, Laura	Chino	Hansen, Lillie	Los Angeles
Christen, Elsa	Anaheim	Hansen, Mrs. Lulu	Rohnerville
Clay, Jennie	Los Angeles	Harris, Ella	San Bernardino
Cody, Cora Edith	Los Angeles	Harris, Elizabeth M.	Downey
Collins, Ethel	Weldon, Ia.	Harris, Nettie	Los Angeles
Conkle, Carrie	Santa Ana	Harter, Mary	South Pasadena
Cooper, Susan A.	Los Angeles	Hatch, Lois	Hollywood
Cornwell, May	Glendale	Hayes, Laura	Los Angeles
Crinklaw, Rena	Los Angeles	Haynes, Arline	Bairdstown
Curry, Ruby	Los Angeles	†Heil, Mildred	Santa Ana
Curts, Marjorie	Long Beach	Helvie, Camilla	Long Beach
Cushing, Charles Henry	Los Angeles	Henry, Elva	San Antonio
Delany, May	Los Angeles	Hickox, Fidelity	Ontario
Dennis, Ruth M.	Ventura	Hickox, Myrtle	Ontario

* Previously graduated from Kindergarten Training Course.

† Died November 10, 1906.

Senior Classes—Continued

Higgins, Pearl F.	Long Beach	Pratt, Anne Stokely.	Los Angeles
Holmes, Alice Bertha.	Riverside	Quinby, Lelia.	Los Angeles
Hockett, Neena H.	Los Angeles	Quinn, Mabel.	El Monte
Hudson, Mabel.	Los Angeles	Quinn, Nita.	El Monte
Hughes, Edna.	Elizabeth Lake	Richardson, Rachel.	Los Angeles
Huntoon, Annie N.	Los Angeles	Roberts, Faith.	San Fernando
Johnson, Nicolina.	Los Angeles	Roe, Marinita Bispham.	Los Angeles
Jolliffe, Gladys.	Ontario	Ronan, Katherine.	Los Angeles
Jones, Elizabeth.	Los Angeles	Ruhland, Muriel.	Alhambra
Jones, Maud.	Garden Grove	Russell, Hazel.	Santa Maria
Jordan, Winifred.	Redlands	St. John, Anna.	Los Angeles
Kaal, Hanna.	Los Angeles	Sackett, Emily.	Hollywood
Kaiser, Elizabeth C.	Los Angeles	Sale, Hazel.	Los Angeles
Kirkpatrick, Mrs. Mary.	Carpenter, O.	Seay, Bessie.	Downey
Lewis, Olivia.	Downey	Sevier, Helen.	Los Angeles
Leebrick, Bessie.	Covina	Sloane, Ada.	Los Angeles
Lindley, Rachel.	Redondo	Smith, Clara May.	Los Angeles
McAllister, Ruth.	Los Angeles	Smith, Grace Etta.	Pasadena
McCoid, Bessie.	Whittier	Smith, Hilda.	Los Angeles
McClintock, Mamie.	Westminster	Smith, Margaret.	Los Angeles
McCrossen, Margaret.	Pasadena	Smith, Myrtle.	Fullerton
McElrea, Lily B.	Los Angeles	Speer, Mae.	Long Beach
McKay, Isabelle J.	Los Angeles	Stayton, Nellie J.	Los Angeles
McMurray, Vera.	Los Angeles	Stearns, Evelyn.	Los Angeles
Mahan, Jessie.	Santa Paula	Strain, Lillie.	Fullerton
Maloy, Percy.	San Pedro	Stradley, Mary.	Los Angeles
Martin, Ada.	Los Angeles	Straub, Mary Lulu.	Glenwood, Ia.
Mathews, Grace.	Riverside	Sutton, Emily.	Armona
Mayo, Almira Myrtle.	Los Angeles	Swartwout, Alta.	Los Angeles
Meagher, Charles.	Los Angeles	Tatem, Muriel.	Long Beach
Merrell, Clarice.	Sierra Madre	Thompson, Frances.	Hollywood
Metcalf, Marie Helen.	Los Angeles	Thompson, Pearl A.	Norwalk
Metcalf, Mrs. Maud.	Kansas City, Mo.	Thornton, Sue.	Norwalk
Meyer, Freda.	Los Angeles	Tolchard, Veda.	Los Angeles
Milligan, Gertrude.	Huntington Park	Vance, Blanche L.	Sheridan, Wy.
Moon, Maude V.	Long Beach	Venable, Lelia.	Los Alamitos
Moore, Alice.	Los Angeles	Voiles, Alberta S.	Los Angeles
Morgan, Lucy.	San Bernardino	Ward, Anita.	Los Angeles
Morrison, Daisy.	Los Angeles	Waters, Crystal.	Los Angeles
Morten, Mary.	Vicksburg, Miss.	Watkins, Grace.	Akron, O.
Munz, Mollie.	Elizabeth Lake	Watson, Mary.	Anaheim
Norris, Anna Maria.	Los Angeles	Webb, Ethel M.	Los Angeles
Nourse, Elizabeth.	Los Angeles	Webster, Frances Grace.	Pasadena
Oakley, Elizabeth.	Los Angeles	Wells, Eloise G.	Traverse City, Mich.
Orr, Adelaide.	Ventura	Wenger, Susie E.	Los Angeles
Peck, Norma.	Los Angeles	Westerfield, Agnes.	Lankershim
Peters, Mertha.	Santa Ana	Whitice, Belle H.	Los Angeles
Petterson, Emily.	Los Angeles	Wiggs, Edith.	Whittier
Phelps, Grace.	Los Angeles	Wilson, Grace E.	Venice
Phoenix, Margaret E.	Arroyo Grande	Wood, Jessie B.	Los Angeles
Pierce, Mabel.	Los Angeles	Wyman, Gertrude B.	Alhambra
Post, Etta.	Los Angeles	Young, Florence.	Los Angeles

Total, including class graduating January 31, 1907. 196

Junior Classes

Adams, Alda A. Los Angeles
 Ambrose, Gertrude San Pedro
 Anderson, Ethel Santa Ana
 Arnold, Edwina Mattie Los Angeles
 Bailey, Gertrude Los Angeles
 Bailey, Richard K. Los Angeles
 Ballou, Martha Los Angeles
 Baskett, Jettie Los Angeles
 Beck, Alice K. Chino
 Bell, Nellie M. Goodland, Ind.
 Bess, Fanny Ethelyn Maricopa
 Bond, Dorothy B. Los Angeles
 Bradshaw, Alexandra C. Whittier
 Brant, Arthur Dartnell High Grove
 Bretz, Leonie Los Angeles
 Bryson, John Alexander Gardena
 Burke, Georgia Orlena Rivera
 Case, Lulu Belle Hemet
 Chancellor, Wilhemina Los Angeles
 Chandler, Carrie Ella Orange
 Chrisman, Maude Rosalie Ventura
 Clark, Alice Mabel Pomona
 Clipfell, Bell M. Hollywood
 Colvert, Catherine R. Los Angeles
 Condon, Teresita Minneapolis, Minn.
 Cooper, Margaret Louise Los Olivos
 Crane, Eula Maude Monrovia
 Creager, Mabelle Los Angeles
 Crothers, Mae Bard Ventura
 Crowley, Elsie Elizabeth Visalia
 Crump, La Veta Los Angeles
 Crump, Mary Los Angeles
 Daniels, Mrs. Cora Los Angeles
 Davids, Ina Margaret Los Angeles
 des Granges, Helen Seattle, Wash.
 Dinneen, Mary J. Los Angeles
 Dodge, Lillian Jennie Los Angeles
 Donley, Edna A. Los Angeles
 Downing, Ethel T. Los Angeles
 Durkee, Mae Marion San Dimas
 Dye, Lelia Emma Van Wert, O.
 Eldred, Hazel Winona Azusa
 English, Hattie J. Bakersfield
 Evans, Emily Riverside
 Exmoyer, Rosa E. Pottstown, Pa.
 Field, Leanna Shenandoah, Ia.
 Field, Susan E. Shenandoah, Ia.
 Finney, Edna Maud San Luis Obispo
 Forrest, Dorothy Los Angeles
 Freeman, Gladys Santa Ana
 Freeman, Helen L. Pasadena
 Fulgham, Josephine M. Hanford
 Giffen, Camille M'liss Los Angeles
 Giffen, Cecelia May Red Bluff
 Goeddel, Frances Emma Norwalk
 Goodrich, Fannie Los Angeles

Goodwin, Florence Fullerton
 Granger, Maude Alice Ventura
 Gray, Peryle Los Angeles
 Gray, Sidney Downey
 Grevé, Annie Laura Los Angeles
 Hall, Mary Ada Lindsay
 Hardesty, Alice Mary Los Angeles
 Harris, Effie Bradley
 Harris, Lorena C. Duarte
 Hillman, Porter Elizabeth Los Angeles
 Hoffman, Ethel G. Swink, Colo.
 Holland, Eleanor Los Angeles
 Hooker, Ora Riverside
 Hovey, Marie Lila Atwood, Nev.
 Hund, Leonore Lucille Ventura
 Ingelow, Lulu Mabel Banning
 Ingraham, Helen Gregg Artesia
 Johnson, Harriet Los Angeles
 Johnston, Kathleen Ocean Park
 Jones, Elizabeth Anna Long Beach
 Jones, Harfiet E. Pasadena
 Keir, Elizabeth Los Angeles
 Kibbie, Marjorie R. Pomona
 King, Fannie Los Angeles
 Kolb, Nettie Frances Banning
 Kressen, Walter Orange
 Lacy, James Samuel Los Angeles
 Lane, Josephine E. Downey
 Larkins, Addie Tipton Visalia
 Lee, Grace Alda Orange
 Lee, Mrs. Valeria C. Colton
 Lee, Winona Los Angeles
 Lindley, Reba Mabel Los Angeles
 Lutz, Ruth Edna Los Angeles
 McDonald, Zena Lompoc
 McHugh, Louise Santa Monica
 McManus, Violet Los Angeles
 Marble, Ethel Los Angeles
 Marks, Anna Henrietta Salinas
 Marshall, Clara Burbank
 Melvin, Harriet E. Saguache, Colo.
 Miller, Grace Honorine Los Angeles
 Miller, Katherine H. Whittier
 Miller, Virginia Los Angeles
 Miller, Vivian Norwalk
 Mitchell, Martha Jeanette Los Angeles
 Mitchell, Nora Leone Ontario
 Mogle, Mildred Ethel Chino
 Molique, Nellie D. San Gabriel
 Moore, Ethel Belle Los Angeles
 Morgan, Lenore Sierra Madre
 Morris, Katie Sue Los Angeles
 Morris, Thomas Kitts, Jr. Banning
 Morrison, Barbara H. Pasadena
 Murphy, Imogene Marian Pasadena
 Murray, Mabel M. Porterville

Junior Class—Continued

O'Donnell, Alice M.....	Los Angeles	Smith, Rhuamah May..	Morrisville, Vt.
Olerich, Florence.....	Los Angeles	Sollinger, Anna.....	Norwalk
Patterson, Lela.....	Humboldt, Neb.	Sollinger, Ethel.....	Norwalk
Paxton, Jessie Kirkland.....	Orange	Stanley, Lillie M.....	Orange
Paxton, Margaret.....	Orange	Steves, Lina Isabel.....	Los Angeles
Pedroarena, Ysidora.....	Los Angeles	Stewart, Margaret.....	Los Angeles
Peirce, Bertha Florrice.....	Azusa	Stringfield, Elizabeth.....	Shandon
Penn, Mae.....	Neodosha, Kan.	Talbert, Wilford G.....	High Grove
Pittman, Lucile.....	Burbank	Taney, Mary Emily.....	Los Angeles
Pitts, Ruth Harding.....	Pasadena	Templeton, Jessie N.....	Los Angeles
Porter, Rose E.....	Fresno	Thayer, Violet M.....	Los Angeles
Pownall, Irene.....	Los Angeles	Thompson, Elizabeth M.....	Los Angeles
Preston, Janet Marie.....	Los Angeles	Todd, Margaret.....	Fresno
Rankin, Grace Louise.....	Los Angeles	Tupman, E. Elizabeth.....	Hynes
Reavis, Lorna.....	Los Angeles	Unger, Maud C.....	Keokuk, Ia.
Rice, Mrs. Evalyn Stokes.....	Pasadena	Venable, Laura E.....	Los Alamitos
Richards, Ethel E.....	Los Angeles	von Dornum, Elsa.....	Marble, Colo.
Richardson, Isabel W.....	Anaheim	Waters, Annie Elizabeth.....	Colton
Riggins, Edna Browne.....	Los Angeles	Watkins, S. Bessie.....	Long Beach
Ross, Orma Rosanna.....	Santa Ana	Weinstein, James.....	Los Angeles
Rouse, Marie Juliette.....	Los Angeles	Weisbard, Florence May.....	Los Angeles
Sanderson, Margaret.....	Whittier	Westland, Martha Zoe.....	Upland
Satterlee, M. Grace.....	Los Angeles	Whitlock, Georgia.....	Pueblo, Colo.
Schwarz, Florence Irma.....	Santa Barbara	Whittlesey, Lucy Esther.....	Altadena
Scott, Anna Nicholson.....	Los Angeles	Wilcox, Ethel M.....	Los Angeles
Scott, Bonnie.....	Los Angeles	Williams, Elva.....	Ontario
Seaman, Josephine A.....	Los Angeles	Williams, Mary V.....	Glendale
Seay, Marion.....	Los Angeles	Wilson, Margaret.....	Los Angeles
Shillington, Myrtle R.....	Oxnard	Wonders, Lottie Mae.....	Downey
Short, Lurline E.....	Hanford	Wooley, Edna L.....	Greenfield
Shulman, Bertha.....	Los Angeles	Wright, Nancy Redington.....	Los Angeles
Total.....			174

ACADEMIC PROFESSIONAL DEPARTMENT

Senior Class

Minthorn, Maud A.....	Los Angeles	Reed, Hazel.....	Santa Monica
Total.....			2

Middle Class

Blunck, Irma.....	Los Angeles	Koontz, Cora.....	Ocean Park
*Harkness, Catherine.....	Los Angeles		
Total.....			3

KINDERGARTEN TRAINING DEPARTMENT

Senior Class

Baker, Frances	Ballinger, Tex.	McKellar, Florence	Pasadena
Brobst, Hazel C.	Los Angeles	Mabon, Olive O.	Ontaria
Brugman, Emily S.	Pasadena	Metcalfe, Mary Elizabeth ..	Los Angeles
Burrett, Una	Los Angeles	Moore, Mary Caro	Pasadena
Cook, Mary M	Marshalltown, Ia.	Nagle, Norma K.	Denison, Tex.
Dickinson, Mary	Los Angeles	Parker, Phoebe L.	Los Angeles
Dunlap, Hazel	Pasadena	Phillips, Edith	Pasadena
Evers, Jennie K.	Berkeley	Pratt, Helen	Los Angeles
Hayward, Jessie	Los Angeles	Reynolds, Margaret	Pasadena
Johnson, Beulah	Los Angeles	Rogers, Belle	Tonia, Mich.
Jonas, Mrs. Nellie J.	Los Angeles	Van Deusen, Ethel	Los Angeles
McGuire, Doretha	Riverside		
Total		23	

Junior Class

Alexander, Adeline C.	Los Angeles	Lomax, Georgia	Los Angeles
Burnham, Jessie May	Riverside	MacKalip, Marguerite	Los Angeles
Clark, Hazel	Los Angeles	McMillan, Josephine	Verdugo
Dey Ermand, Vinnie	Pasadena	Nicholas, Alice Adelia	Pasadena
Dockstader, Cornelia	Superior, Wis.	Utley, Sarah	Los Angeles
Egbert, Marguerite	Hollywood	Waterman, Gertrude	Los Angeles
Fox, Albertine	Colton	Wilson, Jennie Ethel	Soldiers' Home
Le Sage, Evangeline	Los Angeles	Wood, Laura L.	Pasadena
Total		16	

SPECIAL STUDENTS AND VISITING TEACHERS

Arakawa, Tetsujiro	Los Angeles	O'Connor, Julia	Hollywood
Bartlett, Mrs. Emma	Los Angeles	Poyas, Annie C.	Los Angeles
Blewett, Myrtle	Los Angeles	Russell, Mary	Tipton, Ia.
Calder, Jessie	San José	Smith, Mrs. Alta D.	Tingley, Ia.
Dietrich, Florence	Pasadena	Smith, Mrs. Eldora	Los Angeles
*Etchemendy, Carrie	Los Angeles	Stevens, Marjorie P.	St. Paul, Minn.
Hilliker, Mrs. Lulu	Hollywood	*Walkem, Sadie J.	Los Angeles
Howell, Myrtle M.	Oakland	*Weber, Clara	Huntington Park
Miller, Edith Alden	Pomona	Wright, Josephine W.	Hollywood
Total		18	

Total number of students in General Professional Department	370
Total number of students in Academic Professional Department	5
Total number of students in Kindergarten Training Department	39
Special Students and Visiting Teachers	18

Total number enrolled in Normal School

432

* Post graduate.

PUPILS ENROLLED IN TRAINING SCHOOL

Number of pupils enrolled in Eighth Grade.....	81
Number of pupils enrolled in Seventh Grade.....	66
Number of pupils enrolled in Sixth Grade.....	56
Number of pupils enrolled in Fifth Grade.....	49
Number of pupils enrolled in Fourth Grade.....	47
Number of pupils enrolled in Third Grade.....	60
Number of pupils enrolled in Second Grade.....	46
Number of pupils enrolled in First Grade.....	92
Number of pupils enrolled in Kindergarten.....	55
Total number enrolled in Training School.....	552

SUMMARY

Total number students in Normal School.....	432
Total number pupils in Training School.....	552
Total number enrolled, all departments.....	984

GRADUATES

SUMMER CLASS, JUNE, 1906

General Professional Course

Edna E. Barnes	Bessie A. Halsey	Edna V. St. Merry
Grace Cowan Barton	Regina Ruth Hanson	Alice Scherrer
Helen C. Best	Elsie Hasson	Viola Seawell
Lucy Blair	Abra E. Hayes	Mary E. Selby
Minnie Blair	Anna Heller	Romaine Sessions
Mrs. Emma Alice Boner	Nellie Rophina Hewitt	Mrs. Blanch Scott Shea
Rose Boyer	Annie Howard	Emily Shepherd
Nell J. Brown	Rena Howe	Maud Shields
Daisy M. Burns	Bertha Evelyn James	May Shields
Edna May Carpenter	Florence Johnston	Lucile Schultz
Juanita Carrigan	Ethel A. Linge	Zelma De Tar Shutt
Julia Chamberlain	Minnie Lommen	Grace Winifred Smith
Mrs. Beatrice C. Chaney	Persy McCarthy	Luella M. Smith
Marillà S. Chapman	Annie Louise McIntyre	Fannie Soules
Laura P. Charles	Ethel L. Mee	Jessie M. Springer
Ida M. Cooper	Mrs. Rosetta W. Merrick	Sarah C. Stevenson
Minta Elma Cox	Mina Merrill	May Stone
Myrtle A. Coy	Pearl Milner	Grace Helen Todd
Vera Curl	Opal M. Moody	Gratia Trefethen
Clara May Dowd	Edgar Alton Norton	Lulu Tryon
John R. Doyle	Alice C. Paine	Helen Alberta Van Dam
Pearl Eason	Floss M. Pond	Edna Wade
*Adelayde Ellis	Susie Ponder	Blanche A. Walker
Edith Ervin	Ida M. Rankin	Sarah E. Warne
N. Grace Gill	Flora Cordelia Reed	Hazel G. Warren
Jean Agnes Graham	Lona A. Reed	†Harriet Belle Waterbury
Lena F. Grubb	Enid Reeve	Dora Waters
Alice M. Guthrie	Ada Richards	Clara L. Weber
Nellie Haddock	May Rose	Altha M. Winn

Kindergarten Training Course

Charlotte Bailey	Florence Chase	Elvira Clauson Norris
Marian B. Barbour	Ruth B. Colborn	Millie Theal
Myrtle Boyle	Bertha Knight	Mary Thompson
Belle Burns	Georgia Lois Knight	†Harriet Belle Waterbury

Total 99

* Had previously graduated from Kindergarten Training Course.

† Graduate from both courses.

MIDWINTER CLASS, JANUARY, 1907

General Professional Course

Edna C. Alger	Dora L. Garrison	Anna Stokely Pratt
Jessie G. Allin	Evangeline Gray	Mabel C. Quinn
Servia A. Babcock	A. Louise Halsey	Hazel Russell
Ada Blanchard	Katherine Harkness	Emily Sackett
Elizabeth Banks	Ella Harris	Clara M. Smith
Allie M. Bathey	Mary Harter	Z. Myrtle Smith
Nina C. Bullock	Pearl Higgins	Nellie J. Stayton
Anamay Chapman	Annie N. Huntoon	Evelyn M. Stearns
Mrs. May Keir Clark	Elizabeth Jones	Emma Sutton
Charles H. Cushing	Hanna Kaal	Mary Stradley
Della Doan	Ruth McAllister	Sue Thornton
Frankie Donahue	Bessie McCoid	Lelia B. Venable
Irene A. Dorfmeier	Percy Maloy	Alberta Voiles
Martha J. Elder	Lucy H. Morgan	Anita M. Ward
Huldah Erickson	Alice Moores	Crystal Waters
Elizabeth Fallis	Adelaide L. Orr	Belle H. Whittice
S. Mae Flathers	Mertha Peters	Grace C. Wilson
Bessie Fowble	Margaret Phoenix	Edith Wiggs
Lottie Fryer	Mabel A. Pierce	Florence E. Young

Kindergarten Training Course

Edna Ewing	Florence A. Maxfield
Total.....	59

NUMBER OF GRADUATES SINCE ORGANIZATION

1. Year ending June 30, 1884.....	22
2. Year ending June 30, 1885.....	35
3. Year ending June 30, 1886.....	43
4. Year ending June 30, 1887.....	48
5. Year ending June 30, 1888.....	35
6. Year ending June 30, 1889.....	57
7. Year ending June 30, 1890.....	53
8. Year ending June 30, 1891.....	75
9. Year ending June 30, 1892.....	78
10. Year ending June 30, 1893.....	88
11. Year ending June 30, 1894.....	77
12. Year ending June 30, 1895.....	83
13. Year ending June 30, 1896.....	65
14. Year ending June 30, 1897.....	56
15. Year ending June 30, 1898.....	89
16. Year ending June 30, 1899.....	107
17. Year ending June 30, 1900.....	127
18. Year ending June 30, 1901.....	131
19. Year ending June 30, 1902.....	106
20. Year ending June 30, 1903.....	110
21. Year ending June 30, 1904.....	96
22. Year ending June 30, 1905.....	120
23. Year ending June 30, 1906.....	154
23. Class of January, 1907.....	57
Total.....	1912
Number graduating from two courses; counted twice.....	16
Total, excluding names counted twice.....	1896

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Certificate of Good Character

This is to Certify that M.....

is, to the best of my knowledge and belief, a person of good moral character.

.....

....., 190...

Certificate of Good Health

This is to Certify that I am personally and professionally acquainted with M....., and that, to the

best of my knowledge and belief, ...he is free from any disease or infirmity that would unfit.....for the office of a teacher.

....., M. D.

....., 190...

Certificate of Vaccination

This is to Certify that M.....

was successfully vaccinated by me on....., 190...

....., M. D.

....., 190...

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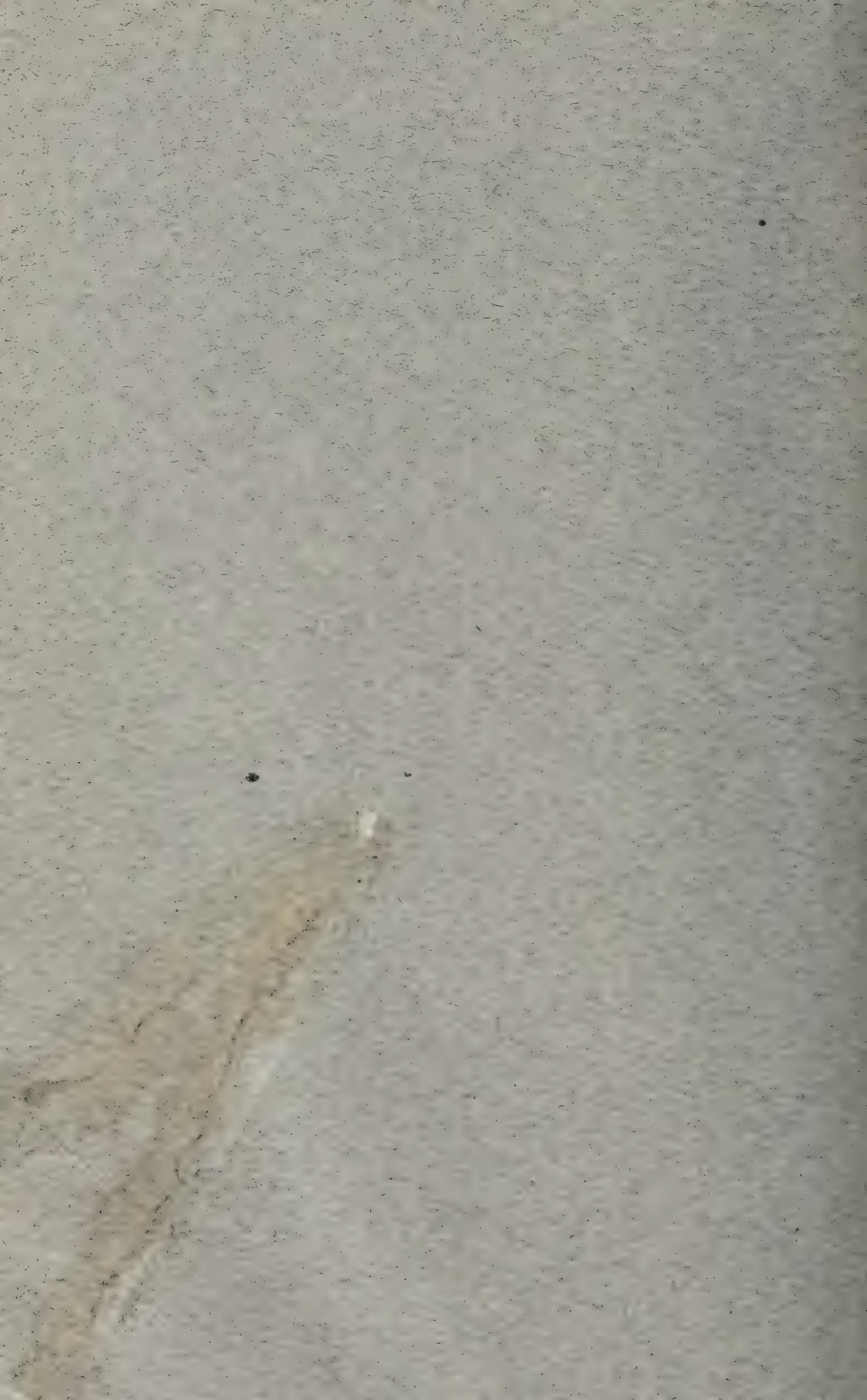
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FOR 1908-1909

SACRAMENTO

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CALENDAR FOR 1908-1909

FIRST TERM

Examinations for admission, removal of conditions, etc.,
Friday, August 28, 1908
Registration and classification,
Monday and Tuesday, August 31 and September 1, 1908
Class work begins - - Wednesday morning, September 2, 1908
Term closes - - - - Wednesday evening, November 25, 1908

SECOND TERM

Registration and classification - - Monday, November 30, 1908
Class work begins - - - Tuesday morning, December 1, 1908
Holiday vacation begins - - Friday evening, December 18, 1908
Class work resumed - - - - Monday morning, January 4, 1909
Term closes - - - - - Friday evening, March 12, 1909

THIRD TERM

Registration and classification - - - Monday, March 15, 1909
Class work begins - - - - Tuesday, March 16, 1909
Spring vacation begins - - - - Friday evening, April 2, 1909
Class work resumed - - - - Monday morning, April 12, 1909
Commencement - - - - - Thursday, June 24, 1909

BOARD OF TRUSTEES

JAMES N. GILLET, - - - - -	Governor of California
	Ex Officio
EDWARD HYATT, - - - - -	Superintendent Public Instruction
	Ex Officio
JOHN WASSON, - - - - -	Pomona
LEWIS S. THORPE, M.D., - - - - -	Los Angeles
RICHARD MELROSE, - - - - -	Anaheim
GEORGE I. COCHRAN, - - - - -	Los Angeles
ALONZO B. CASS, - - - - -	Los Angeles

OFFICERS OF THE BOARD

JOHN WASSON, - - - - -	President
J. F. MILLSPAUGH, - - - - -	Secretary

EXECUTIVE COMMITTEE

JOHN WASSON	RICHARD MELROSE
LEWIS S. THORPE	

FACULTY

JESSE F. MILLSPAUGH, A.M., M.D., PRESIDENT,
School Economy and School Law

HARRIET E. DUNN,
Secretary of Faculty

MAY A. ENGLISH,
Mathematics and Physiology

JOSEPHINE E. SEAMAN,
English

JAMES F. CHAMBERLAIN, ED.B., B.S.,
Geography and Physiography

EVERETT SHEPARDSON, A.M.,
Supervisor of Training School

SARAH J. JACOBS,
Director of Physical Training

JENNIE HAGAN,
Music

AGNES ELLIOTT, A.B.,
History

JESSICA C. HAZZARD,
Domestic Science and Domestic Art

ELLA G. WOOD, A.B.,
English and French

FRED ALLISON HOWE, LL.B., PH.D.,
English

*JESSIE B. ALLEN, PH.D.,
Psychology

LOYE HOLMES MILLER, M.S.,
Biology and Nature Study

WAYNE P. SMITH, PH.D.,
History of Education and German

CHARLES W. KENT, B.S.,
Manual Training

NELLIE H. GERE,
Art

* Resigned at mid-year.

JOHN B. CLEVELAND, A.B.,
Mathematics

ALICE M. OSDEN,
Reading

LEWIS M. TERMAN, PH.D.,
Child Study and Pedagogy

CLAYTON F. PALMER, A.M.,
Agricultural Nature Study

*ARNOLD L. GESELL, PH.D.,
Psychology

RACHEL T. RICHARDSON,
Assistant in Manual Training

KINDERGARTEN TRAINING DEPARTMENT

ISABEL FRENCH, *Director*

GAIL HARRISON, *Assistant*

TRAINING SCHOOL TEACHERS

KATE F. OSGOOD, *City Principal*

CLARA M. PRESTON

HELEN C. MACKENZIE

ELIZABETH SULLIVAN, A.B.

M. BELLE STEVER

BEATRICE CHANDLER PATTON, ED.B.

SARAH E. WOODBURY

MARGARET O'DONOUGHUE,
Office Secretary

ELIZABETH H. FARGO,
Librarian

JENNIE E. CONBOYE,
Assistant Librarian

EDWIN P. CARR, *Engineer*
JAMES C. MAJOR, *Head Janitor*
FRED C. WILLIAMS, *Gardener*

* After mid-year.

GENERAL INFORMATION

The Los Angeles Normal School is located in the metropolis of southern California, a city widely known for mild and healthful climate, beauty of situation, splendid public improvements, civic enterprise, and educational advantages. The buildings of the school occupy an eminence that commands a fine view of the city and valley beyond, yet they are convenient of access from all directions. The grounds, which are a series of terraced slopes, covered with shrubbery and flowers, are a place of public attraction and interest. The main building has been so many times altered and enlarged that it bears slight resemblance to the original plan. Successive additions have increased its capacity fully fourfold and have provided ample room for all departments of the school's work. Of the changes and improvements recently made, the most important is the construction of a complete modern system of heating and ventilation. With a new brick boiler house placed at some distance from the other buildings, insuring safety and freedom from noise and dust, with the Johnson system of automatic heat regulation, having ample supply and exhaust fans for ventilation, and with hot and cold water where needed, the institution has all the advantages of a newly constructed building.

The first floor of the entire building is occupied by the Training School. It accommodates about 500 pupils in classes ranging from the kindergarten to the eighth grade. On the second floor of the main building are the offices of the school, the library, several class rooms, women's cloak rooms, etc. Connected with this floor by a covered bridge, which forms an attractive room, is the gymnasium. It is two stories in height, with floor area sufficient to accommodate large classes, and is well supplied with lockers, baths, and general apparatus. Aside from its use in physical training, the gymnasium serves admirably as a place for many of the social activities of the school. It is used extensively by students for receptions, socials, and other entertainments common to school life.

The assembly room, with seating capacity for 900, class rooms, laboratories, and rest rooms for students, occupy the third floor. The domestic science department is located in the gymnasium building and is well supplied with demonstration and experimental apparatus. Adjoining the domestic science laboratory is a large dining-room in which warm lunches are served on every school day to students and teachers at rates representing actual cost only.

The manual training department occupies several rooms. It is well supplied with benches, tools, drawing tables, and other equipment needed for the various phases of the work represented.

The school has two laboratories for nature study; the one devoted to the biological, the other to the horticultural phases of the subject. The former is well supplied with work tables, microscopes, and other accessories, including a stereopticon. In connection with the latter are school gardens for practical work, greenhouses and lath houses for the propagation of various forms of plant life and for the study, under favorable conditions, of the processes of plant development.

Aims

The institution was established and is maintained for the purpose of preparing teachers for the public schools of California. With this as its sole aim, the school admits to its classes only those who intend to serve as teachers. It offers its privileges, however, not only to properly qualified students who have not taught, but also to teachers of experience who desire either to pursue special studies further, or to complete one of the courses required for graduation.

To those who are fitted for it by nature and education, the career of teaching proves no disappointment. But they only can hope for success as teachers who combine with good health and good mental ability such other equally important qualities as industry, perseverance, and pleasing address; and who are animated by truly professional, as distinguished from commercial ambitions. Those who are conscious of marked limitations in any of these directions are earnestly advised to pursue other vocations.

Conduct of Students

The school fixes few arbitrary rules or restrictive regulations. Those students only are admitted who are believed to have well-formed and correct habits. Both in the school and elsewhere they are expected to maintain the attitude and bearing of cultivated people and to be guided by principles of morality and honor.

The entire atmosphere of the institution is conducive to a feeling of responsibility and lofty purpose on the part of the students. Character, as the fundamentally important qualification of every teacher, is the result aimed at in all the governmental work of the school. Courtesy, politeness, and the usages of refined society, in general, are assiduously cultivated; but in a manner which does not lessen happiness and good cheer, qualities as necessary for the teacher as for the student.

Group Teachers

The government of the school is largely maintained, and the detail work of management carried forward, by means of the group-teacher system. The students are divided into groups, numbering in each from

twenty to thirty. A teacher is assigned to the charge of each group. Several important offices fall to the duty of group teachers. They advise students in regard to their courses and make out the individual programs. They have direct charge of the students through the term and keep themselves informed as to the work of each. They receive reports of attendance, tardiness, and temporary absence, and hold students responsible for a lack of performance of duty. They meet all students in their respective groups as circumstances require to receive reports and give general advice and directions.

When in difficulty of any kind or in need of advice, students first consult their group teacher, who gives such assistance or counsel as the case may require. Under this plan every student in the school may receive the personal attention of some teacher, specially appointed for this purpose, whether the difficulty is one involving illness, failure in studies, or school discipline.

Expenses

There is no charge for tuition. Books cost on an average about \$5.00 per term; instruments, stationery, and material for individual use, from \$5.00 to \$12.00 for the two years. The cost of working materials for ordinary use in all departments, including library and lecture fees, formerly charged, is met by payments of \$0.50 at the opening of each term, aggregating \$3.00 for the two years. The only additional outlay incidental to attendance is the possible charge incurred for breakage, loss or injury of books, etc.

Board, including room with light and heat, in which two persons share, in private families, costs from \$18.00 to \$25.00 per month. Living expenses may be reduced by students who rent rooms and board themselves. Rooms for this purpose, intended for two students, can be obtained at from \$10.00 to \$15.00 per month. Though expenses may in this way be lessened, the plan is not recommended, except in cases of necessity. There are many good opportunities for really capable students to meet part or all of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two terms longer to complete the course and thus avoid the danger of overwork.

For the purpose of aiding students who have completed half or more of their course of study, and who for financial reasons are unable without assistance to continue their work and graduate, a students' loan fund, amounting to a few hundred dollars, has been formed and is available under conditions which provide for its safety and equitable distribution. Several classes on their graduation have made substantial additions to the fund in the form of class memorials, thus expressing in a most

practical way their loyalty to their alma mater and, at the same time, performing a valuable public service. The president of the school is treasurer of the fund.

Non-resident students *are required* to have rooms and board in places approved by the Faculty. Before engaging rooms or board and before changing rooms, therefore, such students should consult the Secretary of the Faculty, receive from her a list of approved homes from which to make selections, or confer with her concerning proposed arrangements. To meet students for this purpose she will be in attendance at the building during the entire week preceding the opening of school each term.

Social Life and Miscellaneous Opportunities

There are the societies customary in schools of this class—Christian Associations, Glee Clubs, Tennis Clubs, Athletic Clubs, Debating Clubs, etc.—for the promotion of literary, religious, and social life, and for the recreation of students. Everything consistent with the main purpose of the school is done by the Faculty to make the social life of students as pleasant and varied as possible.

In connection with the regular class work in music, the entire school is included in a grand chorus, which meets for a definite period every day for instruction in the methods of chorus work, interpretation of musical masterpieces, and practice in group singing.

During each year, with such frequency as seems desirable, lectures and addresses are given before the entire school by men of note as public speakers, generally without expense to students. In the same way a few choice musical entertainments are arranged for.

Besides the usual opportunities for practice in composition and expression in connection with the regular work of the school, the publication of the "Exponent," and the presentation of a play by the class graduating at the end of each year, under the direction of the Department of Reading, afford highly valuable training in literary composition and dramatic expression.

The library contains some 17,500 volumes of carefully selected books, a large number of pamphlets, and the leading magazines, literary and educational. Excepting certain books which are reserved at various times for the use of classes engaged upon subjects to which they relate, any volume in the library may be drawn by students for private use at their homes. In addition to the library of the school, the large Los Angeles public library is located only a short distance away and is open for the free use of students.

Legal Status of Graduates from the State Normal Schools of California

School Law of California: Section 1503. (1) The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the prescribed course

of study and training diplomas of graduation, from either the normal department or the kindergarten department, or both.

(2) Such diploma from the normal department shall entitle the holder thereof to a certificate corresponding in grade to the grade of the diploma from any county, or city and county, board of education in the State. One from the kindergarten department shall entitle the holder to a certificate to teach any kindergarten class of any primary school in the State.

The first certificate referred to is the elementary certificate entitling the holder to teach in any primary or grammar school in California.

The Relation of the State Normal School to the Universities and Colleges of California

The Normal School stands in close relation to the two great universities of California. On completing the normal course, either immediately or after a brief experience in teaching, many ambitious students continue their studies at the State University or at Leland Stanford Junior University. This custom receives the approval and encouragement of both universities as well as of the Normal School.

Under arrangements already existing, graduates of the state normal schools who are also graduates of accredited high schools and who are especially recommended by the normal school faculties, may enter either of the above universities with a credit of 30 units, and thus be enabled to complete their college course in three years.

Though no agreements applicable to all cases have been reached regarding allowance of credit by the colleges of southern California to graduates of the Normal School who desire to continue their studies in an institution of higher academic learning, each case is given generous consideration on the basis of the preparatory work and the professional studies completed.

The Normal School's Part in the Preparation of High School Teachers

Under the rules of the State Board of Education certificates to teach in the public high schools of California are granted "to candidates who have received the bachelor's degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the bachelor's degree they have successfully completed at least one year of graduate study in a university belonging to the Association of American Universities; which year of graduate study shall include one half year of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school), and such other time in a well-equipped training school of secondary grade directed by the Department of Education of any one of the universities of the association, as may be necessary to fulfill the pedagogical requirements prescribed by this board."

The following exceptions to the rule are provided :

1. Evidence of twenty months' successful experience in teaching is accepted in lieu of one half year of graduate study.
2. Evidence of graduation from a California State Normal School or from any other normal school officially recognized by the State Board of Education as of equivalent rank will be accepted in lieu of one half year of graduate study.
3. Until otherwise provided, the practical teaching prescribed by the rule may be done in schools of grammar grade connected with a California State Normal School.

College and University graduates who intend to obtain the high school certificate, within one school year, and who desire to pursue part of their graduate studies in the University and part in the Normal School, as provided above, will find it to their advantage to so plan their work as to enter the Normal School immediately after the close of the first University semester.

GENERAL REQUIREMENTS FOR ADMISSION

Applicants for admission must be sixteen years of age and of good personality. They must also present evidence of good health, of sound moral character, and of the necessary preparation to meet the requirements of the course of study.

Character

Before registration each applicant must present a certificate of good moral character, signed by the county or the city superintendent of schools, the principal under whom the high school course was taken, or any other two reputable and permanent residents of the district from which the student comes.

Health

According to a regulation of the Board of Trustees, each applicant must furnish evidence of being strong physically and free from chronic defects that would prevent successful work in the school or would militate against his or her fitness as a teacher of children. On admission, therefore, each student will be required to present a physician's certificate showing good health and freedom from physical defect.

Declaration of Intention to Teach in California

On entering the school students are required to make and sign the following declaration:

I hereby declare that my purpose in entering the school is to fit myself for teaching, and that I intend to teach in the public schools of this State, or in the State or Territory where I reside.

Scholastic Requirements for Admission and Graduation

The scholastic requirements for admission may be met in several ways:

I. A graduate of any secondary school of this State requiring four years of work in advance of the eighth grade will be admitted; *provided*, that at least ten units* of preparatory work are of such quality as to warrant recommendation to the State University; but matriculation will be complete only when the student presents either—

* A unit of preparatory work represents 5 hours of recitation a week for one year.

(a) Credentials requisite for admission to any one of the colleges of the State University; or,

(b) Credentials showing acceptable work in English, two units; Plane Geometry, one unit; Algebra, through Quadratics, one unit; History and Government of the United States, one unit; Science, one unit.

II. In general, the requirements for admission to the General Professional Course and to the Kindergarten Training Course are the same; but since a certain degree of proficiency in piano playing is a necessary qualification of the well-equipped kindergartner, before admission to the latter course applicants will be required to show ability to play acceptably simple melodies and marches; and before entering upon the work of the senior year, ability to play in good rhythm the movement music of the Kindergarten and to accompany the songs used in the work.

III. Admission is granted to candidates who are able to show, either by examination or by acceptable credentials from private secondary schools or high schools of other states, qualifications fully equivalent to those required by I.

IV. Holders of California teachers' certificates of the grammar grade or of certificates of first grade from other states, who have taught with ability and success for two or more years, will be admitted to regular courses. Such students will, before graduation, be required to make good any deficiencies in their preliminary training whose existence their work in this school may reveal.

V. Any teachers of experience, not candidates for graduation, who give evidence of their preparation to enter regular classes will be admitted to the school as visiting teachers for the purpose of doing special work. Their choice of subjects in all cases will be made with the approval of the Committee on Visiting Teachers.

VI. Credits obtained in the state normal schools of California or other states are honored for the work represented by them.

VII. Credits offered by undergraduates of colleges and universities of good standing are accepted so far as they cover, or are deemed fair equivalents of, the work of the regular course of study.

VIII. Students who are unable to bring credits from other schools, but who satisfy the President that they have successfully pursued subjects included in their course under approved conditions and for sufficient time, will be given proper admission or advanced standing on sustaining satisfactory examination in such subjects.

IX. Students who have received the bachelor's degree from a college requiring not less than eight years of high school and college training will be admitted to special courses, covering two terms, devoted mainly to pedagogical study and practice teaching. Satisfactory completion of this work will entitle students to a diploma of graduation from the general professional course.

X. In general, the Training Department of the school furnishes opportunity of teaching to candidates for graduation only. Until otherwise provided, however, facilities will be afforded by the school for the practical teaching prescribed by the State Board of Education, as a prerequisite for the state high school certificate as set forth in Circular 4 of the Superintendent of Public Instruction.

XI. A student who has reached eighteen years of age and has been in attendance not less than one school year (except as noted in IX above) is entitled to a diploma when, according to the regulations of the school, he presents 120 units of credit, exclusive of Music IV, in either course. (A unit of credit represents one recitation per week for thirteen weeks.)

General Information Relative to Admission and Classification

1. Conditions in matriculation subjects may be removed by examination only after work done under instruction approved by the President.
2. The standing of all students shall be probationary for the first term.
3. On graduation, students will not be recommended for advanced standing in institutions to which their entrance credentials would not have secured their admission.

4. To insure freedom from entrance conditions, students who expect to enter the Normal School should, in their high school courses, pursue the subjects named in 1 (b) of Scholastic Requirements for Admission. They are advised, also, though not required, to include in their preparatory work two sciences, one physical (physics, chemistry, or physical geography), and one biological (botany, zoology, or physiology), and English history.

5. The number of terms indicated as necessary to complete the courses of study of the school is that required, *if the student has been admitted without condition and neither falls behind nor gains time in his course*. For various reasons some students require more than schedule time to meet satisfactorily all requirements. Unless admitted with some advanced credits, it is seldom possible for students to complete the course in less than the prescribed time.

6. In no case can advanced standing be obtained upon credits received in four-year high school courses. Subject to the regulations concerning substitutions, however, students may substitute certain high school credits for prescribed normal work and elect other subjects in its place.

7. Students are admitted to the General Professional Course, for either full or partial work, at the opening of any term, without disadvantage in classification. But since the course of study is regularly completed in two years, and the demand for teachers is greatest in September, *it is better to enter for the full course at the opening of the first (fall) term* if employment in the public schools immediately after graduation is

desired. The Kindergarten Training Course is open to new students, offering no advanced credits, at the opening of the first term only.

8. On account of the very great importance in teaching of clear and correct expression, both oral and written, students who are not able to meet reasonable expectations in this respect will be assigned to special classes in English composition for the purpose of removing the deficiency.

9. Note should be taken of the days fixed by the calendar for examinations for admission, for advanced standing, and for the removal of conditions. At the opening of the fall term, new students should report *promptly on the first of the two days assigned by the calendar for registration; others on the second day. After the opening week* no student will be registered whose delay is not occasioned by reasons approved by the President. In case, therefore, any student is prevented by illness or other emergency from appearing on the opening day, he should, *in every case*, write the President, giving the cause of detention and mentioning the day of his expected arrival.

10. Blanks to be used by applicants for admission will be furnished upon application to the President.

COURSE OF STUDY

I. GENERAL PROFESSIONAL COURSE

FIRST YEAR

First term—Junior C

English I: Literature and Composition	3
Physiology	5
Geography I: Physical	4
Art I.....3	5
and Manual Training I..2	
<i>or</i>	
Sewing or Cookery	5
Music I	2
Physical Training	1

Second term—Junior B

English II: Literature and Composition	2
Psychology I: General.....	5
Nature Study I: Agricultural..	4
Geography II: General	3
Manual Training II, IIa, or Art I	3
Music II	2
Physical Training II.....	2

Third term—Junior A

English III: Grammar	5
Nature Study II: Biological ..	4
Observation I	1
Reading I.....	5
Art II.....	3
Physical Training III.....	2

SECOND YEAR

Fourth term—Senior C

History I: Teaching Review..	5
Physical Training IV.....	2
Music III	2
Observation II	1
Child Study.....	5
Teaching I.....	5

Fifth term—Senior B

Arithmetic I	5
English IV: Literature.....	4
Physical Training V.....	2
Pedagogy	3
Observation III	1
Teaching II.....	5

Sixth term—Senior A

Music IV	1
History of Education.....	5
School Economy.....	2
School Law.....	1
Seminar in Teaching	1
Teaching III	10

Each of the subjects named above, except sewing, is offered each term; but for various reasons it sometimes becomes necessary for one or more groups of students to follow an order different from that given.

Sewing is given in the spring term only. Exchanges in subjects are made to accommodate students entering in the fall or winter who desire to take sewing.

Art I is postponed until the second term by students taking cookery or sewing the first term.

II. KINDERGARTEN TRAINING COURSE

FIRST YEAR

First term—Junior C

English I: Literature and Composition	3
Physiology.....	5
Reading I.....	5
Music I <i>k</i>	2*
Theory I.....	1*
Games and Hygiene I.....	1*
Hand Work I.....	3*

Second term—Junior B

English II: Literature and Composition	2
English II <i>k</i> : Literature for Children	1*
Psychology I: General	5
Nature Study I: Agricultural.	4
Art I.....	3
Music II <i>k</i>	2*
Theory II.....	1*
Games and Hygiene II.....	1*
Observation II <i>k</i>	2*

Third term—Junior A

Child Study.....	5
Nature Study II <i>k</i> : Biological.	2
Art II.....	3
Music III <i>k</i>	3*
Theory III.....	1*
Games and Hygiene III.....	1*
Hand Work II.....	3*
Observation II <i>k</i>	2*

SECOND YEAR

Fourth term—Senior C

Pedagogy.....	3
Music V <i>k</i>	1*
Theory IV.....	2*
Games and Hygiene IV.....	2*
Hand Work III.....	1*
Seminar I <i>k</i>	1*
Teaching I <i>k</i>	10*

Fifth term—Senior B

History of Education.....	5
Theory V.....	2*
English IV <i>k</i>	2*
Seminar II <i>k</i>	1*
Teaching II <i>k</i>	10*

Sixth term—Senior A

Primary Education.....	4
School Law.....	1
Music IV.....	1
Theory VI.....	1*
Games and Hygiene V.....	1*
Hand Work IV.....	1*
Seminar III <i>k</i>	1*
Teaching III <i>k</i>	10*

* These subjects are offered in only one term each year, the course being arranged for the convenience of students entering in the fall.

SYSTEM OF ELECTIVES AND SUBSTITUTIONS

In the following statements are set forth the subjects which may be pursued as electives under regulations governing election and substitution. In general, students are advised to pursue the course as outlined. Substitutions should be limited to cases in which they will serve to accomplish some definite purpose in the preparation for teaching. No classes in elective subjects will be formed unless the number desiring them warrants. All programs involving substitute work are to be approved by the President.

List of Electives

1. Subjects of the Kindergarten Training Course not included in the General Professional Course. Each of these subjects is offered only once each year. For assignment to terms consult the schedule of courses of study.

2. Biology: One term, five recitations per week, offered every term.

3. Physiography: Five recitations per week, winter term.

4. Economic Geography: Five recitations per week, spring term.

5. History II: Method, two recitations per week, winter term.

6. History III: English, five recitations per week, spring term.

7. English V: Method in Literature, two recitations per week, winter term.

8. English VI: Shakespeare, three recitations per week, spring term.

9. English VII: Advanced Composition, three recitations per week, winter term.

10. Reading II: Advanced, three recitations per week, winter term.

11. Arithmetic II: Method, two recitations per week, spring term.

12. Manual Training: (*a*) Manual Training I and II and II*a*, every term; (*b*) Manual Training III, continuation of II, spring term; (*c*) Manual Training IV, Special; (*d*) Sewing, spring term; (*e*) Cookery, every term. Each of these is the equivalent of one term's work, five recitations per week. In Manual Training II, two hours of laboratory work must be done under the supervision of the instructor; in Manual Training II*a* the laboratory work may be done outside school hours. See regulations concerning substitutions and note that either (*a*), (*d*), or (*e*) is required in the General Professional Course.

13. Art III: Advanced, four recitations per week, winter term.

14. Psychology II: Advanced, four recitations per week, spring term.

15. School Hygiene: Two recitations per week, spring term.

16. Primary Education: Four recitations per week, spring term. Required in Kindergarten Training Course.

17. Teaching IV: The number of hours to be determined in individual cases, any term of senior year.

REGULATIONS CONCERNING SUBSTITUTIONS

1. Students accredited in Physiology may substitute Biology.
2. Students accredited in Physiology and either Botany or Zoology may substitute for Physiology.
3. Students accredited in Physical Geography may substitute for Geography I, Physiography, Economic Geography, or Biology.
4. Students accredited in three years of high school English, including one half year of English Grammar, may substitute for English III; those accredited in four years of high school English may substitute for English IV, provided the substitution includes English V; and if their course has included one half year of English Grammar, they may substitute for English III also.
5. Students accredited in three years of high school history, including one year of U. S. History and Government, may substitute for History I, provided the substitution includes History II.
6. Students accredited in three years of high school mathematics may substitute freely for Arithmetic I, provided the substitution includes Arithmetic II.
7. Any student who is devoting two years to the General Professional Course and who desires to give special attention to Manual Training and Domestic Science will be aided in this desire as far as practicable.
8. Students whose high school course has included Reading for a period equivalent to two years, two recitations per week, may substitute for Reading I, provided the substitution includes Reading II.
9. Students whose high school course has included Art for a period of two years, two recitations per week, may substitute for Art I or II. In each case the Art instructor is to determine which course will be required.
10. Students whose high school course has included Music for a period equivalent to two years, two recitations per week, may substitute for all music except III and IV.
11. Students who have taught for two or more years may substitute School Hygiene for School Economy.
12. The aggregate number of hours in the various substituted subjects must not be less than the aggregate number of hours assigned to the subjects for which substitutions are made.
13. In order that a student may obtain an elective to which he is entitled he may delay the pursuit of a subject or take a subject in advance of his group, provided he has the prerequisites for the pursuit of this advanced subject.

EXPLANATION OF COURSES OF STUDY

COURSE I—GENERAL PROFESSIONAL COURSE

PSYCHOLOGY AND EDUCATION

The center of the distinctively professional training is experience in teaching. Subsidiary to this is the study of educational principles, psychological, historical, sociological, and ethical. Instruction is given in psychology, child study, pedagogy, school hygiene, school management, school law, and history of education. The required course in psychology is pursued in the second term of the first year. The courses in biology and physiology, which precede the psychology, place special emphasis upon the development and function of the nervous system. They furnish students a basis for the appreciation of the biological standpoint of the psychology. An elective course in advanced psychology is offered in the spring term. Psychology is followed, in the first term of the senior year, by child study and in the second term by pedagogy, both courses carried on simultaneously with teaching. In the senior year, systematic instruction is given in school management, school law, and history of education. Required and elective courses in the methods of various subjects, and a course in primary education are offered. Attention is given to school hygiene in connection with psychology, child study, and school management. There is also an elective course in school hygiene. Students teach in the Training School for one period or more a day throughout the senior year. Closely correlated with this teaching are observations in the Training School, seminars, and conferences.

Following is a summary of the work in each of the professional subjects:

Psychology I: Educational Psychology

Prerequisite: The Normal School course in physiology, or its equivalent.

The course aims to give a knowledge of the fundamental facts of consciousness. The interdependence of body and mind, and the effects of environment upon mental development are emphasized. The limits and meaning of education are treated from the biological and genetic point of view.

Five hours per week for one term.

Psychology II: Advanced Psychology

Prerequisite: Psychology I, or its equivalent. Elective under the regulations governing elections.

The problems of modern psychology which are most important for educational theory are studied concretely. Much attention is given to the results of experimental pedagogy, particularly to those dealing with the special school subjects, the acquisition of motor skill, and the economy of learning. The psychological aspects of temperament, character, and conduct are also considered.

Four hours per week, spring term.

Child Study

This study is contemporary with the first practice teaching, when the students feel keenly the need of a knowledge of children.

The work consists of recitations, occasional lectures, reviews of literature by students, and reports of individual observations they have made. The aim of the course is to acquaint students with the most important established facts and principles of mental and physical growth; to enable them to recognize types and individual differences among children; to teach them to notice, interpret, and deal properly with defects; and above all, to cultivate in them an intelligent sympathy with children. Emphasis is laid upon those phases of the subject which are most closely concerned with actual schoolroom work.

Five hours per week for one term.

Pedagogy

The course consists of lectures, assigned readings, and recitations on a text. The following are the chief topics considered: the aim of education, instincts, apperception, interest, attention, memory, association, habit, moral behavior, motor education, play, and formal discipline. The relative amount of emphasis on these subjects varies from term to term. The work is based for the most part on the established facts of Educational Psychology and Child Study, attention being directed primarily to their practical bearing upon the work of the teacher.

Three hours per week for one term.

School Hygiene

An elective course open to all students, subject to the regulations concerning electives. The work consists of lectures and assigned readings, the following being among the chief topics:

I. Mental Hygiene, including the physical basis of fatigue, tests and signs of fatigue, proper alternations of work and rest, home study, sleep, nervousness, and neurasthenia.

II. The hygiene of the learning process in reading, spelling, writing, drawing, and other subjects.

III. Health inspection and children's defects, with special attention to defects of eye, ear, and throat.

IV. The health of the teacher.

V. The care of the school building.

Two hours per week for one term.

History of Education

A brief survey of the history of education as the history of the conscious development of mankind. It comprehends a general study of the principal educational movements of the world-process, with a somewhat intensive consideration of the more important tendencies of modern education, as the psychological, scientific, social, and ethical.

The aim of the course is to enable students to form a conception, in the light of history, of the meaning, function, nature, process, and means of education, and thereby to win a more complete mastery of the conditions and problems of the present world of educational theory and practice. The work will also aid in the organization of the students' experience and studies in the other courses of the school, will connect in a more vital and concrete fashion the practice of the Training School and the theory of the Normal Department. Monroe's Brief Course in the History of Education is the principal text.

Five hours a week for one term.

School Economy and School Law

The course in school economy is a brief study of the administrative aspects of the teacher's work in the light of psychological, social, and ethical knowledge. It studies the school as the chief instrument by means of which public education is to be promoted. It endeavors to discover certain guiding principles in obedience to which the necessary mechanism of the school may yield its largest educational value. It points out and emphasizes the qualifications, professional and personal, necessary to insure the successful administration of his office by the teacher. It inquires into the relations of the teacher to school officials, to parents, to the public generally, and discusses the social and ethical phases of the teacher's work and influence.

More specifically, the course treats of the ordinary details of school management—government and discipline; study, the recitation, recesses and recreations; tests and examinations; programs, courses of study, classification, gradation, promotions, incentives and moral training. The bearing of all these matters upon health is pointed out as the course proceeds. In addition, by means of lectures and demonstrations, the course deals briefly with such topics as the school building, grounds, furniture, and apparatus; heating, lighting, and ventilation; hygiene of school life, occupations, and studies; diseases caused or aggravated by school conditions.

The study of these subjects involves recitations, conferences, reports on library readings, and lectures dealing with certain aspects of them not ordinarily treated in available books.

In the ten periods devoted to school law, practice in the keeping of a school register in a legal way is given each student. Attention is also centered on (1) the provisions of the State Constitution concerning education and (2) the closely related portions of the Political Code. Emphasis is laid on the legal duties of superintendents, boards of education, school trustees, and teachers, and on the maintenance of our common schools.

Observation, Teaching, Seminar in Teaching, and Conferences

During the term preceding practice teaching, the schoolroom situation is analyzed to emphasize the idea of the teacher as an arranger of conditions so that his pupils may enlarge and enrich experiences and be socially efficient individuals. Occasional observation lessons are given to pupils of the Training School by the training teachers. These lessons are reported by students the next week and are used to illustrate topics that have been discussed. Toward the close of the term, emphasis is laid on the necessity to plan well for teaching, and special reference is made to essentials in plans and to particular requirements in the Training School. More frequent observation lessons and a more extended consideration of principles of teaching occur during the next two terms. In the Senior A Seminar are discussed modern schoolroom problems.

Practice in teaching is usually afforded in a primary, an intermediate, and a grammar grade, under constant constructive criticism of the training teachers, and in some subjects under supervision of special teachers in the Normal School Faculty. Conferences between special teachers and student-teachers of special subjects are arranged for, as the need and the opportunity appear. Student-teachers are trained to become self-critical, and are intrusted with Training School classes in order to prepare them for teaching by practice under actual schoolroom conditions.

Observation and Seminar: One period, last four terms.

Teaching I and II: Five periods, first two terms of Senior year. These must be accompanied by Observations II and III, respectively.

Teaching III: Ten periods, last term. It must be accompanied by Seminar.

Teaching IV: See Electives.

Primary Education

An elective course, the purpose of which is to acquaint the student with the nature and needs of the children of the primary grades. Problems of adjustment between the child and the daily program will be discussed and definite methods of teaching specific subjects formulated. An effort will be made to follow the children in their periods of

development through the various primary grades, and to set definite tests by which their physical, intellectual, and spiritual growth may be measured.

Prerequisite: Senior standing.

Four hours per week for one term.

ENGLISH

English I and II: Literature and Composition

The purpose of this work is to help students acquire good habits of spoken and written language, and to acquaint them with some of the principles of language teaching. Rhetoric is studied not as a science but as the art of adapting discourse to subject, reader, occasion, and purpose. Principles are sought rather than rules; form is viewed as determined by clear thinking and genuine feeling about subject-matter. The students are encouraged to avoid bookishness as well as vulgarisms, to seek individuality, naturalness, and energy of expression, and to cultivate a habit of self-criticism. Attention is given to oral composition, to the correction and marking of papers, and to questions of method. Daily exercises in writing are provided for; the analyzing and outlining of subjects, and the preparation of themes in the leading literary forms are required throughout the course.

As illustrations of principles rather than as "models," a number of prose masterpieces are read and studied in connection with the practice in composition. It is found that such study gives impetus to the written work, and through the cultivation of right literary judgment is a helpful means to effective self-expression.

This work is required of all students except those who enter with advance credits covering it.

Three hours per week for one term and two hours per week for a second term.

English III: Grammar

The course in English grammar consists of a comprehensive review with direct reference to the teaching of language and grammar in elementary schools. The students are led to observe the facts of language for themselves; to distinguish between the essential and non-essential; and to see in their own experience the value of clear explanation, apt illustration, and exact statement. While the course comprises such study of grammatical forms as is essential, it is based on the idea that grammar is concrete logic; that the study of the sentence and the parts of speech, especially in a language almost without inflections, should be logical rather than formal. Consequently much attention is given to such methods of sentence analysis as show that the

classes of words are determined by the nature of ideas; that the elements of the sentence correspond to the elements of the thought; and that the puzzling variety of word, phrase, and clause relations arises from the variety and complexity of thought itself. This method of approach renders the review a new view, and not only prepares the student to teach with intelligence and interest a subject frequently regarded as dry and unfruitful, but enables him to base the language work of the lower grades on a sound grammatical foundation.

Five hours per week for one term.

English IV: Literature

Prescribed for all students pursuing the General Professional Course. A portion of the time is given to the discussion of literature for the common schools. The aim of the study is to give the student a realization of the power of literature in the hands of an intelligent teacher, and definite principles by which this power may be directed toward satisfying the needs of the child.

The remainder of the term is devoted to two lines of work: (1) In the recitation hour the class read some poem of acknowledged merit, illustrative of the age in which it was written or of the character of its author; as, for example, Wordsworth's *Prelude* or Tennyson's *Idylls of the King*. (2) The students select for private reading such materials from a suggested list as will supplement their knowledge of English masterpieces. The aim of the course is to widen the student's horizon, to give him a deeper acquaintance with some of our noblest literature, and to equip him with a livelier and more vital appreciation of good reading.

Four hours per week for one term.

English V: Methods in English

This course is required of all students not taking English IV. It comprises a practical study of the principles of teaching language and literature in the elementary school, and an examination of the literature best suited to the needs of pupils below the high school grades.

Two hours per week for one term.

English VI: Shakespeare

This is an elective course open to students whose preparation in English entitles them to substitute for English IV, or who show special fitness for the work. The course includes a study of the technique of the drama, and a careful reading of a number of selected plays.

Three hours per week for one term.

English VII: Advanced Composition

This is an elective course open to all students who desire an opportunity to cultivate their powers of original, creative writing under conditions of close, helpful criticism. The number admitted to the class will be limited, precedence being given to those whose work in English I and II has been of exceptional merit, or who otherwise give evidence of their ability to derive special benefit from the course.

Three hours per week for one term.

HISTORY

History I: Teaching Review

This is a review course designed to prepare the student for meeting the problems of history teaching in the public schools. Attention is given to the European background of American history, the development of English constitutional ideas that have affected our own institutions, and to the local history of California. For the purpose of making American history more vital to the grammar grade children, especial study is made of the industrial development of the nation and the economic, political, and social questions of our own time. Throughout the course the student's attention is called to the supplementary reading suitable for use in the grades. The pedagogy of history and civics receives constant consideration with discussion of method based upon observation and teaching in the Training School.

Five hours per week for one term.

History II: Methods in History

Knowledge of the subject-matter of history, which is all that can be gained in the high school, is not sufficient to prepare the student for meeting the problems of the schoolroom. A history method course is, therefore, thought necessary for those who having had three years of history in the high school are privileged to substitute for History I.

In this class the course of study in history and civics in the intermediate and grammar grades is reviewed, with constant observation and discussion of the work as it is actually carried on in the Training School. Methods are presented both through lectures and model lessons, and close correlation is made between the actual practice of teaching and the pedagogy of the subject. Especial attention is given to the teaching of history and civics in the seventh and eighth grades that these subjects may gain in interest and may more vitally answer the needs of our boys and girls as they go from the schoolroom into life.

Two hours per week for one term.

History III: English

This is a course designed to give to the study of English history the interest and pleasure that naturally belong to it. It prepares for teaching in the grades, and therefore makes the student acquainted with the subject largely from the story standpoint; it emphasizes social life and customs of the people and shows the relation between English history and English literature. It thus prepares the teacher so to present the subject that interest in the schoolroom study may lead to a desire on the child's part for home reading in certain standard works of historical fiction and literature. A simple study is made of the principles of self-government as developed by the English people, and sufficient attention is given to the growth of the English constitution to make plain its influence upon American institutions. No text-book is required, the well-stocked Normal School library furnishing the material needed for the various phases of the study. English history as taught in the sixth grade of the Training School forms the basis for observation and discussion of method.

Five hours per week for one term.

READING

Reading I: General Course

The aim of the course in reading is twofold: to help the student to an appreciation of good literature, and to develop ability to express thought through correct use of the voice. Constant effort is made to develop a fair quality of voice and to establish a natural manner in speaking and reading. Attention is given to the expressional development of each member of the class before the regular work in methods begins. The principles employed in teaching the selections made for study are such as can be adapted to all grades of public school work. Among the special topics considered are (*a*) the choice of material to be used in grade work, (*b*) the art of story-telling, (*c*) dramatization and responsive work in gesture, (*d*) conduct of classes, (*e*) the use and place of phonics. For the benefit of students engaged in their first term of practice teaching frequent conferences are held and criticisms given in connection with the teaching of reading.

Five hours per week for one term.

Reading II: Advanced

The course, which is elective, continues the work of the preceding course, but represents higher standards of preparation and attainment. It includes, also, practice in extemporaneous speaking and in the dramatization of Shakespearean scenes.

Three hours per week for one term.

GEOGRAPHY

The life of man is profoundly influenced by his environment. The distribution of temperature and moisture determines, in a large measure, the character of his food, clothing, shelter, occupations, and mental development. The topography and the natural resources of the land influence the location of cities, the lines of transportation, and industrial and social conditions. Man reacts upon his environment, partially overcoming it and adapting it to his needs. Through these innumerable and long-continued responses much of human progress has come.

Vital mutual relations between the earth and its life must always exist. The study of these relations, with particular reference to human life, is geography. The special purpose of the geography undertaken in the Normal School is to enable the student to work out these relations, to grasp geographic principles and apply them in his own immediate vicinity and in other areas, and to prepare him to teach the subject in the public schools of the State.

Geography I: Physical

This course is for students not holding entrance recommendations in physical geography. About one-half of the time is devoted to laboratory and field work. Much attention is given to the use of topographic maps and models.

Four hours per week for one term.

Geography II: General

This course is open to students who have completed Geography I or hold entrance recommendations in physical geography. It consists of an intensive study of a continent in the light of the application of the principles of physical geography. The influence of geology, topography, soil, and climate upon industrial and social development is carefully worked out.

Three hours per week for one term.

Geography III: (a) Advanced Physiography, or (b) Economic Geography

Either of these courses may be elected by students who are accredited in physical geography.

(a) This course includes a thorough study of physiographic processes and their resulting land forms, together with the intimate relations between these and human activities. Laboratory and field work receive much attention. Field trips are made to points within easy reach of Los Angeles, and the forms and forces there represented studied. Those who may desire to teach geography in secondary schools will find this course especially helpful.

Five hours per week for one term.

(b) In this course a study is made of the conditions influencing industry and commerce, as well as of the distribution, production, and handling of important commodities. Some attention is given to the development of the great centers of industry and commerce.

Five hours per week for one term.

BIOLOGY

The work in this department includes various studies of animal and plant life selected with special reference to their value to prospective teachers. For them a general perspective of life and living processes, some training in scientific methods of study, and a knowledge of the elements of physiology and of the common forms of animal and plant life are considered more practical than an intensive and detailed study of any one branch of biology.

The laboratories are well equipped and arranged to carry out the work undertaken. In addition to the usual equipment of a well-appointed laboratory, consisting of microscopes, dissecting instruments, models, reagents, microtome, projecting apparatus, etc., there is a fairly complete series of slides, in sets of thirty-six, illustrating the most important points of minute structure of plants and animals; also a museum containing good collections of botanical, zoological, paleontological, and geological specimens. Working collections of typical local plants and animals selected with special reference to their life histories and adaptations are being prepared.

The library is well supplied with the best reference books on all phases of the subject. Many of the standard works are duplicated with from two to fifteen copies.

The general aims of the course are as follows:

(a) Employment of scientific methods of observation and expression.

(b) Contribution to general culture of students by giving them an outline of subject-matter which shall form a basis for further study of nature. The following aspects receive attention: the form and structure of living organisms; their physiology and ecology; their development and relationship; their economic relations to man.

(c) Practical foundation for intelligent direction of nature studies in the grades.

One term each of general biology and nature study is given.

General Biology

May be elected by students who have had elementary physiology. In accordance with the general aims already stated, it is intended to give the student as broad a view of the subject as possible. The principles common to all forms of life, especially fundamental physiological proc-

esses, factors of evolution, introductory facts of embryology, etc., are emphasized.

Five hours per week for one term.

Nature Study I: Agricultural Aspect

The movement in favor of the introduction of elementary agriculture into schools has spread very rapidly, and the demand for teachers is greater than the supply. In recognition of the value of such training, already proven in many states, one term of agricultural nature study is required.

The object of the course is to give students a broad, sympathetic outlook upon this most fundamental occupation, and to prepare them for teaching its essentials in a practical way. So far as possible the work in class is of a practical nature. Each student is assigned a plot in the school garden, and in this are planted and cared for various vegetables and flowers. These plots serve as out-of-door laboratories in which are worked out, in practice and observation, the many problems connected with the successful growing of plants.

In the lath house and greenhouse, recently constructed, practical instruction is given in seed sowing in "flats," potting plants, and general plant propagation work.

Trips along well-planted streets, past home grounds tastefully ornamented, and to the parks, furnish the data from which are made plans for suggested ornamentation of home, school, or park grounds.

A text-book serves as a basis for the work of the course, and recitations are supplemented by assigned readings, special reports, etc.

Four hours per week for one term.

Nature Study II: Biological Phase

This course includes presentation of the pedagogical, or child-study, basis for the subject, review of the great facts of animal and plant life which must be kept in mind in teaching, and a discussion of the course in actual operation in the Training School.

In the Training School nature study runs through the first six years, making the child familiar with most of the common animals and plants found in this locality. Gardens, so subdivided that each child has an individual garden (3 by 5 feet), and a full equipment of all kinds of garden tools are provided.

Practical results are aimed at throughout. A complete study of the school environment is undertaken. The practical character of the work may be seen from the subjoined partial list of subject-matter: making, stocking, and caring for marine and fresh-water aquaria; life-histories and care of such animals as toads and salamanders; life-histories of common insects, particularly the harmful ones, which are studied alive

in vivaria and the stages of which are arranged and mounted; preparation of bird-lists and collection of data as to their feeding and nesting habits, etc.; preparation and care of small gardens where flowers and vegetables are grown; field excursions to points of interest about Los Angeles; reviews of the most important literature on nature study.

Four hours per week for one term.

PHYSIOLOGY AND HYGIENE

This subject is required of all students who do not bring entrance credits in it. To give the students of the Normal School adequate training for the proper teaching of physiology in the grades, the subject is made as definite, systematic, and concrete as possible. The care of the body and the wider application of the laws of hygiene are the main end; but, for a solid foundation, a good knowledge of anatomy and physiology as such is essential. The course deals not only with personal hygiene, but with the care of the schoolroom and the home, with some of the great questions of public health, and with methods of teaching. Emphasis is placed upon the importance of proper exercise, bathing and clothing, care of the teeth, eyes and voice; what to do in emergencies, effects of stimulants and narcotics, and the necessity of temperance in all things. Without scientific knowledge along these lines a teacher cannot arouse the interest of pupils and help them to form those habits of proper living which will insure their future usefulness.

The students perform for themselves the classical experiments which are the basis of the science; this experimental work is carefully recorded and is afterward made the basis of conference and discussion. The laboratory work includes chemical tests for proteids, sugars, fats, and starches; study of salivary, gastric, and pancreatic digestion; of osmosis; of nervous response; of muscular rhythm and activity; of fermentation and distillation, and of the propagation and destruction of bacteria. As a part of the study of food, each student plans several dietaries with especial reference to cost, as well as to food values.

The dissections and demonstrations exhibit gross and histologic structure of several tissues; blood clot, blood corpuscles, and blood current in capillaries; the anatomy of the heart, lungs, and trachea of a large mammal; the articulation of the bones; gross and histologic structure of bone; mechanical models of heart, lungs, ribs, and diaphragm; muscular reflexes; lenses illustrating physics of the eye. Members of the class have access to a laboratory, and to a large number of Azoux models.

The teaching of this subject in the grades finds its illustration in the various classes of the Training School. Preparation of material for such instruction, the making of lesson outlines, observation and discus-

sion of class work, and the teaching of the subject as opportunity permits are required at appropriate times in connection with and following the course.

Five hours per week for one term.

MATHEMATICS

Arithmetic I

The Normal School gives sufficient training in arithmetic—review, reorganization, and revivification of subject-matter—and sufficient knowledge of the psychology of number and method of presentation to fit its graduates to teach arithmetic intelligently and effectively in the public schools.

The fact that mathematics is a unit, that there are branches growing out of the main trunk, but that they are not distinct, separate, is emphasized. Algebraic, geometric, and arithmetic solutions of problems are given side by side. Each new topic introduced is traced to its source; its relation to, and natural development from, the old are shown. Some of the topics are studied exhaustively, as ratio; some are considered but slightly, as compound quantities; some are ignored, as averages and exchange.

Problems fresh in material and phraseology are chosen for the purpose of presenting new aspects of old subjects, and of placing known principles in different perspective. Many of these review problems are formulated in the class room and are intended to embody the quantitative side of the work and the play of the world; they are made as much as possible the vehicle of useful information regarding science, business, and public works.

The growth of arithmetic as a subject of school instruction is traced historically, and some knowledge of the great teachers of arithmetic, their methods and their influence, is given.

Five hours, one term.

Arithmetic II: Method

As a requirement for those students who do not take Arithmetic I, and as an elective for all students, a short course in "Special Method in Arithmetic" is provided.

The course aims to give, by lectures, discussions, and reports on work done in the Training School, the pedagogy of the subject and to indicate certain fresh and successful ways of presenting the different units of instruction. The psychological principles upon which all rational methods must be based are formulated, and the students are encouraged to test by these the empiricism of the text-books which they may be called upon to use.

Two hours per week, spring term.

MUSIC

The work in music done in the Training School and that done in the Normal course are so closely identified that constant reference to the procedure in the Training School is necessary for an understanding of the spirit and method of the instruction given to the students.

In a belief that music, to be an element of real value in the elementary school, must be dealt with more and more from the *music* or art side, this department aims to give the students from the beginning *song life*—as expressed in tone exercises, rhythms, or song stories.

The paramount aim in handling children's voices is to keep interest alive, and, through this aliveness, to preserve the unconscious light tone that belongs to the natural child. Care of the children's voices must result in care of the teacher's voice; the use of the voice in frequent example for the children making it more tuneful, rhythmic, and sympathetic.

Though the science side of music is not necessarily neglected, it is maintained that this is not the essential in any special grade. The grade that is ready to do formal sight reading is any grade where the tone is light, true, and musical, where the interpretative instinct of the children has been aroused, and where the teacher is strong enough to keep these voice and heart qualities in the study of staff notation.

Each new difficulty—time, tune, chromatic, major or minor—is presented to the children through ear, voice, and eye; first, the teacher sings to some syllable (e. g., *loo* or *la*), the new idea, the children listening and then telling how it sounds; second, the children sing the exercise; third, the children see the representation on chart or blackboard.

This plan demands of the student-teacher attention to tone quality, pitch, tone-relationship, rhythm and mood of song or exercise. Not least of its merits, it insures the discipline of *good listening*, listening that encourages, while it detects the points of criticism, positive or negative.

Though the carrying out of this purpose calls for more musical strength than the average student gains in the short course now planned, we feel confident that the work is set in the right direction and that growth must come.

The daily twenty-minute chorus practice gives to the students an opportunity for growth in musical life. There is for them a brief daily association with good music handled as broadly as the conditions permit.

The classroom work presents the following phases:

1. Simple vocal exercises, which the student in turn may use to lighten and soften the children's voices.
2. Songs and sight-reading exercises embodying quality of tone, rhythm, tone relationship, phrasing and mood of song.

3. Presentation, by students, of rote songs for class criticism based upon:

- (a) Value of the song—melodic, rhythmic, ethical.
- (b) Teacher's conception of the song, and attitude toward the class.
- (c) Interpretation—tone quality, rhythm, enunciation, spirit of song.
- (d) Results from class.

4. Preparation of outline of grade work from first to eighth, with classified selection of good songs; presentation of work of any grade for class criticism.

5. Criticism based upon observations in Training School.

6. Study of composers, musical form, and folk music for use in Training School.

First Year. Voice training: exercises in breathing, tone placing, and articulation. Ear training: exercises in interval and rhythm. Sight reading.

Second Year. Voice and ear training. Development of chromatic and minor scales. Sight reading. Presentation of rote songs. Study of composers and musical form. Methods. Criticism of Training School work. Use of baton:

The scheme of music study indicated above covers four terms of work, as follows:

Music I: Theory and sight reading

Two hours, for one term.

Music II: Sight reading and song presentation

Two hours, for one term.

Music III: Song presentation method

Two hours, for one term.

Music IV: Study of composers, program work

One hour, for one term.

ART

The great purpose of art teaching is the training of appreciation. The method of study is to work from within out; to begin with creative work.

The course in the Normal School is based on the study of art principles—as proportion, rhythm, and subordination. The elements of art, line, dark and light, and color are studied separately at first and then in combination. The inspiration and stimulus of fine examples, studied for a definite purpose, strengthen the work of the student and awaken an appreciative interest in the history of art.

Drawing and painting from nature and objects is a necessary part of the course. The desire to express beauty of line, mass, and color in nature and objects, and the need of these forms to use as material for

creative work furnish motives to the student to master the difficulties of object drawing.

Illustrative talks will be given at intervals throughout the course. The theory and practice of art teaching concern the student during the latter part of the course. Instruction in the preparation of lessons, methods of presentation, and criticism of results, make direct connection with the work of the Training School.

Art I

Illustrated talks on art appreciation and history. Study of great art principles—proportion, rhythm, and subordination through simple exercises in line, dark and light, and color. Drawing and painting from nature and objects.

Three hours per week for one term.

Art II

Art appreciation and history. Principles and elements of art. Landscape composition; drawing and painting from nature and objects; methods of teaching art.

Three hours per week for one term.

Art III

Elective. Advanced work—continuation of Art II.

Four hours per week for one term.

MANUAL TRAINING

The work in manual training is planned with special reference to the needs of the grade teacher.

The aim of the work of this department is to give to students an actual working knowledge of the tools, materials, and tool exercises commonly used in the grades; to acquaint them with the methods used in teaching the different lines of work; and to develop and stimulate in them an interest in hand work.

Demonstrations of tool exercises and talks to outline the work are given by the instructor. Class instruction is supplemented by individual instruction. Students may make models that are of special interest to them, provided that such models embody the necessary tool exercises and can be completed in a reasonable length of time.

Course I

The ground covered in this course may be briefly outlined as follows: Paper weaving, paper folding, and cardboard construction, the latter embracing drawing and lettering, cutting, scoring, folding, punching, tying or pasting, decorating, and covering with cloth or leatherette.

Two hours per week for one term.

Course II

Course II is devoted to drawing and blue printing (working drawings), knife work in thin wood, and bench work (interesting models in the construction of which the correct use and proper care of the common wood-working tools can be profitably taught).

Three hours with two hours of practice per week for one term.

Course IIa

This course is a continuation of Course I and includes: work in raffia (wound over cardboard foundation, braided and sewed into small articles, woven on loom, or over rattan or splint foundation, and basketry); and in weaving of paper, raffia, yarn, or cord (freehand and with loom).

Three hours per week for one term.

Course III

Special work in any of the following subjects: mechanical drawing (orthographic projection—objects oblique to planes, the development of surfaces, the intersection of surfaces, and the use of auxiliary planes); bench work (advanced): or sheet metal work.

Five hours per week for one term.

Special Course

In addition to the regular courses offered by the department a small number of students will be received for special work intended to give preparation for teaching elementary manual training. The qualifications necessary for admission to this course are the same as those for admission to the regular courses of the school and, in addition, at least one year of Normal School work or its equivalent, or a successful teaching experience and some acquired proficiency in the use of tools. The course will, at the outset, include three terms of work, on the satisfactory completion of which a recommendation to teach elementary manual training will be given.

DOMESTIC SCIENCE AND ART

A knowledge of the preparation of food and of the adaptability of textiles to the needs of the human race is of fundamental importance to all. Instruction and training along these lines is being rapidly introduced into our public schools. The purpose of this department in the Normal School is to give to the teachers who complete the course the essentials necessary to meet these additional requirements.

In the course in cookery, theory and practice are carried along in parallel lines, the aim being to make the knowledge gained broader than that given by the mere preparation of dishes from receipts. The food principles, their value in the economy of the body, and the chemistry of food and of cooking are considered. The student is led to see why certain methods of cooking, under certain conditions, are better than others. The practice of economy in the preparation of food is emphasized.

In the course in sewing, practical rather than ornamental phases of the work are emphasized. The simple stitches, when mastered, are elaborated into the seams and combinations used in garment making.

Cookery

The kitchen, its arrangement and care; the selection, use, and care of utensils; stoves, ranges, fuels.

Methods of cooking: Boiling, stewing, roasting, etc.

Food principles: Composition and nutritive value of foods.

Starch: Composition, digestion, and value; cooking of starchy foods: Cereals, cornstarch, starchy vegetables.

Vegetables: Kinds, selection, food value, sauces.

Proteid foods: Cooking of eggs, egg combinations, etc.

Batters and doughs: Flours, leavening agents, oils, fats.

Meats: Relative and comparative value; gelatine dishes; inexpensive cuts; left-overs.

Salads, sandwiches, school lunches.

Desserts.

Invalid cookery: liquid, semi-solid and solid foods.

Instruction by demonstration, lectures, individual and group practice.

Five hours per week for one term.

Sewing

A course of hand sewing, including the following stitches: even and uneven basting, running, overcasting, back and half-back stitch, hemming, overhanding, weaving, darning, buttonhole stitch, etc.

As the stitches are learned they are applied to the making of simple articles.

Study of textile fibres: cotton, flax, wool, silk, ramie, etc.

Spinning wheel, loom, modern machinery used for spinning and weaving.

The choosing and buying of materials, according to use, quality, and cost.

Taste development.

Study and use of the sewing machine; the application of the stitches to simple garment making: undergarments, shirt-waist suits, aprons, etc.

Five hours per week for one term.

PHYSICAL TRAINING

The course in physical training aims to maintain and promote the health of the students, and to furnish them with the principles underlying this training; also, to give them practical knowledge of a system of educational gymnastics sufficient to enable them to teach intelligently any form of school gymnastics, and to adapt their work to the varying conditions which they may meet.

Free and unrestricted action of the body is essential to good mental and physical development; our young women, therefore, are urged to wear hygienic clothing at all times. The coöperation of mothers is asked in this important matter. In the gymnasium all students are required to wear gymnasium suits. The regulation dress for the young women consists of divided skirt, blouse, and gymnasium shoes. Directions for making the suit will be sent by the instructor in physical training to those students who desire to have their suits made at home. All others must come prepared to purchase them. The expense will be from five to eight dollars each. The young men should provide themselves with knickerbockers, blouse, and gymnasium shoes.

Course I

Instruction and practice in the fundamental physical activities, such as breathing, sitting, standing, walking, running, stair climbing. Personal hygiene.

One hour per week for one term.

Course II

Elementary Swedish gymnastics and gymnastic games, exercises, relaxing exercises, rhythmic movements, marching.

Prescription work is assigned when necessary.

Two hours per week for one term.

Course III

Advanced Swedish gymnastics. Simple apparatus work, such as stall bars, boom ladders, ropes. Drill in leading squads and criticisms based upon the observation of this drill.

Two hours per week for one term.

Course IV

Theory of physical training with practical applications. The theory is given in the form of talks on the history of physical training, the physiology of exercise, the mechanism of movements, the discussion of the principal systems of gymnastics, the theory of the Swedish system, the relation of gymnastics to athletics, methods of teaching children, and the analysis of positions common during school life. This work is supplemented by the making of plans and the direction of classes in the Training School.

Two hours per week for one term.

Course V

This course consists of exercises with and without hand apparatus. Fancy steps. Classified games for children in the schoolroom and upon the playgrounds.

Two hours per week for one term.

The young men use the gymnasium after the daily sessions.

COURSE II—KINDERGARTEN TRAINING COURSE.

The special aim and work of this department is to give a thorough and practical training in kindergarten methods. In the first year the student is introduced to accepted standards of work, and in the second is led to make such applications through actual practice in teaching as will result in broad as well as effectual training for service.

KINDERGARTEN THEORY

Lectures, papers, and class discussions—a study of Froebel's philosophy as embodied in the Mother Plays and its relation to modern educational principles.

Theory I

The individual child in typical phases of home environment and motor activity.

One hour per week first term.

Theory II

The development of the hand, finger plays and manual training.

One hour per week second term.

Theory III

The child's social or neighborhood environment, with the materials and processes involved.

One hour per week third term.

Theory IV

The educational value of animals and the effect of natural phenomena upon the child-mind.

Two hours per week fourth term.

Theory V

Habit and sense training in the kindergarten.

Two hours per week fifth term.

Theory VI

Discipline and the development of standards of action.

One hour per week sixth term.

GAMES AND HYGIENE

The department is well equipped for carrying out the practice of games in the school gymnasium by the students, and the conduct of children's games both in the kindergarten room and in an outdoor gymnasium fitted with swings, bars, ropes, ladders, and poles.

Games and Hygiene I, II, III

Activity plays, rhythm and representative exercises developed into traditional and kindergarten games.

One hour per week first, second, and third terms.

Games and Hygiene IV and V

A study of the original development and purposes of games, the physical development of the child through play; hygienic problems of kindergarten management.

Two hours per week fourth term. One hour per week sixth term.

HANDWORK

Lectures, class exercises, and discussions. This course is designed to equip the teacher with a practical knowledge of those racial toys and materials, as well as those devised by Froebel, which serve as a means of self-expression for the child.

Handwork I

Occupations: a technical training in various forms of kindergarten handwork, including (1) paper folding; (2) cardboard and coarse sewing, doll making; (3) weaving paper and cloth, simple basketry; (4) paper cutting and pasting; (5) drawing; (6) color work, or painting; (7) construction with cardboard, nature materials, etc.; (8) clay modeling; (9) use of the sand table.

Three hours per week first term.

Handwork II

Gifts. Play with Froebel's educational toys and the miscellaneous objects of which they are types.

Three hours per week third term.

Handwork III and IV

Experimental work in the adaptation of the gifts and occupations to environment of the child in California.

One hour per week fourth term. One hour per week sixth term.

KINDERGARTEN ENGLISH

English II \bar{k}

Literature: A consideration of the sources of literature for young children, with a classification for purposes of reference including the history and language relations of nursery rhymes.

One hour per week second term.

English IV \bar{k}

Methods: Analysis of the essentials of good story telling with practice in the adaptation of myths and stories of child life to kindergarten uses.

Two hours per week fifth term.

KINDERGARTEN OBSERVATION

Observation I \bar{k} , II \bar{k}

The observation in kindergarten gives an opportunity to become acquainted with the basic principles of education in actual operation and to know the materials through methods of use. Note books are kept and the observation work is supplemented by discussion in class.

Two hours per week second and third terms.

KINDERGARTEN SEMINAR

Seminar I \bar{k} , II \bar{k} , and III \bar{k}

The development, through discussion, of a definite outline of work in the three kindergartens connected with the Normal School: (a) Training School Kindergarten; (b) Church of the Neighborhood Kindergarten; (c) South Pasadena Children's Aid Home Kindergarten.

One hour per week fourth, fifth, and sixth terms.

KINDERGARTEN PRACTICE TEACHING

Practice Teaching I \bar{k} , II \bar{k} , III \bar{k}

Practice work ten hours a week throughout the senior year. This practice is required in kindergartens under the supervision of the Normal Kindergarten Director. Each student works under criticism, and is held responsible for her own group of children during practice hours. Ample opportunity is given for telling stories, teaching songs, and conducting morning circle, games, and marches. Students who fail in such practice work will not receive the diploma, even though their academic work be satisfactory.

KINDERGARTEN MUSIC

Vocal

Voice placing and developing of tone and rhythm; phrasing and expression; study of children's songs; selections of music for kindergarten uses; sketches from the history of music.

Instrumental

Actual instruction in piano playing is not given in the course. Because of the demand for kindergartners who are also pianists, the entrance requirements of the Kindergarten Department include ability to play simple rhythms, games, and song accompaniments. See statement regarding music under General Requirements for Admission.

KINDERGARTEN ART COURSES

Two courses are given. The first of these is the same as Art I of the General Professional Course. The second is the same as Art II of the General Professional Course with some modifications in the latter part of the course, in which special attention will be given to adaptation of the work to the kindergarten.

THE TRAINING SCHOOL

The Training School in its present organization is a branch of the Los Angeles city school system, and consists of a kindergarten and the succeeding eight grades. Pupils are admitted upon the same terms as to the city schools, the same general plan for classification and promotion obtains, and the customary reports of a city school are made to the city superintendent by the principal. The work of the Training School is so planned that the student-teachers are given sufficient experience to enable them to teach successfully and under such conditions that from the first they will form correct professional habits and master those principles which will insure future growth.

To secure the first end each student is required to teach throughout the senior year under conditions which duplicate in all essentials those found in the public schools of the State. No one is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction.

To form the basis for growth the students are given abundant opportunity to observe the best teaching for the purpose of seeing what it has that will be helpful to them, and are led constantly to note the application of the principles upon which all good teaching must rest.

COURSE OF STUDY

The Training School is one of the public schools of the city of Los Angeles, and the pupils are subject to the possibility of change to other schools. Therefore the course of study for the schools of the city is followed sufficiently to permit such changes to be made without loss to pupils, but it is followed only to the extent necessary to permit such changes. The pedagogical aims and practices of the school and the course of study to some extent are determined by the Normal School.

The following outline indicates the work attempted in each year:

Kindergarten. The kindergarten aims to lay a basis for further development in the school, by emphasizing those exercises which tend to produce strength of body and control; interest in the natural and social life of the world; an intelligent curiosity concerning the qualities, functions, and names of common objects; and habits of obedience, cheerfulness, and helpfulness.

First Grade. The program of the first grade has been organized to meet the needs of the six-year-old child, so that he may adjust himself to the school work with as little friction as possible. Ample opportunity is given for outdoor exercise, and the physical development of the children is carefully guarded. An effort is made so to unify the work that there will be as few arbitrary divisions of subject-matter as possible. The child is made to feel that he has a problem to solve which requires the use of his reading, writing, and handwork. These subjects are presented as necessary tools rather than as ends in themselves, but are so frequently called into practical use that skill is required in the handling of them. The program includes Reading, Phonics, Writing, Art, Nature Study, Music, Language, Literature, and Handwork, each illustrating and emphasizing the others, and all uniting to enlarge the child's experiences, to stimulate his curiosity, and to organize and clarify his images. Opportunity is provided for group work, so that the social contact may lead to standards of good conduct and encourage a natural helpfulness toward one another.

Second Grade. *Reading:* Skill in reading aloud. Daily systematic work in phonics; articulation drills. Dramatization of suitable stories read. *Writing:* Chiefly on blackboard. Pencil introduced. *Spelling:* Largely dictation of nursery rhymes. *Literature:* Stories and poems. Memorizing of literary gems. *Language:* Informal conversations. Games to teach good usage and courteous forms of speech. How to write statements and questions. Some uses of capital letters. *Number Work:* Preliminary lessons. *Nature Study:* Biological—Acquaintance with local plants and animals. *Art:* Rhythm and spacing. Simple borders and patterns in color, using geometric and nature motives. Contrasts of hue and value. How to pick flowers and how to arrange them. Paper tearing and cutting of animal forms and figures. Drawing and painting of flowers, fruit, animals, figures, and toys. Modeling. Illustration of stories, games, occupations, and events of interest. Poster cutting. Picture study. Water color, clay, scissors, chalk, charcoal, crayola. *Manual Training:* Paper weaving and folding. Geometric form lessons in clay. Braiding and sewing of raffia. Winding and knotting cord. Rug weaving in loom. Class projects. *Music:* Songs by rote, emphasizing dramatic life of song. Ear training—(a) Developing scale through chords; exercises on ladder and staff, pointed in phrase; (b) Time exercises; mood exercises. *Physical Training:* Ball and bean-bag practice in room. Miscellaneous games on playground.

Third Grade. *Reading:* See second grade. *Writing:* Mainly pencil in B3. Pen and ink introduced in A3. Natural slant throughout grades. *Spelling:* For B3, see second grade. State Series Speller for A3 and succeeding grades. *Literature.* *Language:* Oral composition as in second

grade. Written composition begun. Frequent oral exercises to correct the most common errors of speech. *Arithmetic*: Addition and subtraction. *Nature Study*: Biological and geographical. *Art*: Rhythm, spacing, alternation. Designs using geometric and nature motives. Dark-and-light, two tones. Related colors. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Poster cutting. Picture study. Water color, clay, scissors, charcoal, brush and ink, crayola. *Manual Training*: Introduction to cardboard construction. Geometric form lessons in clay. Raffia and cord work. Class projects. *Music*: Review song work of second grade. Frequent voice exercises, keeping light quality of tone. Exercises pointed in phrase on ladder and staff. Ear test—(a) Tune; (b) Time. Finding key. Showing signature. Sight-reading exercises, emphasizing attack and tempo. Dictation exercises (written), using simple forms of time and tune. *Physical Training*: In room, free standing exercises with emphasis on the hygienic side. In gymnasium, fancy steps, rhythmic exercises, and games.

Fourth Grade. *Reading*: See preceding grades. Dictionary work and expression emphasized. *Writing*. *Spelling*. *Literature*. *Language*: Oral composition in the form of conversation and class discussion, and of individual reports on topics of interest. Brief written compositions—letters, imaginative stories, accounts of things seen and done. Dramatization. Practical exercises, chiefly oral and not technical, in the case and number forms of nouns and pronouns; the agreement of verbs; the past tense and past participles of a few irregular verbs. *Arithmetic*: Multiplication and division. *Nature Study*: 1. Biological—(a) The economic plants grown in garden, steps in production of crops, industrial studies. (b) Animals. Sea beach life. Activities of some lower animals. (c) Museum studies—products and by-products of economic plants. 2. Agricultural—individual garden plots for Fall A4's. *Geography*: The work is based on the industrial and social life of man. Through a study of the activities by means of which the home is related to the world, a knowledge of the physical, climatic, and human conditions is developed. The work centers about the four main topics of food, clothing, shelter, and transportation. *History*: Local, in supplementary reading work. *Art*: Shape and proportion, rhythm, symmetry. Designs using geometric, symbolic, and nature motives. Dark-and-light, three tones. Tones of one color. Adapting designs to material. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Picture study. Water color, charcoal, clay, scissors, brush and ink, crayola, pencil. *Manual Training*: Cardboard construction. Raffia and reed work. Geometric form lessons in clay. Class projects. *Music*: Songs read and sung by rote. Voice exercises. Ear training in time and tune, presenting new difficulties.

Sight reading, emphasizing attack, tempo, phrasing, and tone quality. *Physical Training*: In room, free standing exercises with emphasis on balance and carriage. In gymnasium, marching, running, skipping, fancy steps. Competitive games.

Fifth Grade. *Reading*: Emphasis on expression and responsiveness in reading. Dramatization. Articulation drills. *Spelling*. *Writing*. *Literature*, first and third quarters. *History*: Current events. Second and fourth quarters, period of discovery and early colonial period. *Language*: Oral and written composition along the same lines as in fourth grade. Exercises in nouns, pronouns, and verbs continued. Correct use of adjectives and adverbs. *Arithmetic*: Fractions, decimals, and denominate numbers. *Nature Study*: Garden work in individual plots. *Morals and Manners*. *Geography*: North America and Europe. Much attention is given to cause and consequence, and to map drawing. *Art*: Proportion, rhythm, radiation, variation. Pattern and landscape composition. Scales of dark-and-light and color, three tones. Adapting designs to material. Stenciling or wood-block printing. Flower arrangement. Drawing and painting from nature and objects. Modeling. Picture study. Water color, charcoal, clay, scissors, brush and ink, pencil, crayola. *Manual Training* and *Domestic Art*: Making of working drawings and beginning of bench work, for boys. Advanced cardboard construction, work with raffia and Tilo Matting, basketry and pottery, for B5 girls; sewing, for A5 girls. Class projects. *Music*: Continue work of fourth grade. Formal two-part singing. *Physical Training*: In room, gymnastics combining arm and leg movements. In gymnasium, marching, fancy steps, simple apparatus work. Competitive games, such as relay race.

Sixth Grade. *Reading* and *Literature*: Emphasis on expression and responsiveness in reading. Dramatization of poems and historical events. *Language*: Oral composition continued, with increased emphasis on written composition. Exercises in the correct use of grammatical forms continued. Discrimination between words frequently misused. *Spelling*. *Writing*. *Arithmetic*: Fractions, denominate numbers, aliquot parts, percentage. *Nature Study*: 1. Garden work in individual plots. 2. Agricultural and civics clubs for Fall A6's. *Morals and Manners*. *Geography*: Asia, South America, Africa, and Australia. Comparison and explanation of likenesses and differences. Much use of pictures and other illustrative material. *History*: Local municipal civics. Current events. Stories of Greeks and Romans, first half. English history, study recitation, second half. *Art*: Proportion, rhythm, transition. Pattern and landscape compositions. Scales of dark-and-light and color, five tones. Color schemes. Stenciling or wood block printing. Lettering. Book or portfolio covers. Flower ar-

range. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training* and *Domestic Art*: Working drawings, sketches of models, bench work, and knife work, in thin wood, for boys. Sewing, for girls. Class projects. *Music*: Continue work of fifth grade. Ear training to include minor mode. Three-part work. *Physical Training*: Gymnastic movements requiring precision. Olympic games on playground. Games of low organization, such as Corner Ball.

Seventh Grade. *Reading and Literature*: See sixth grade. *Language*: Occasional oral reports and discussions. Emphasis placed on written composition and the grammatical structure of the sentence, the latter being made a means to an end—the effective communication of thought. *Spelling* and *Word Building*. *Writing*. *Arithmetic*: Percentage, literal quantities, involution and evolution, proportion, measurements and constructions. *Nature Study*: Agricultural and civics clubs. *Geography*: The elements of physical geography. Brief study of geographic forms and processes and their relation to human activities. Review of the continents and the United States in the light of this study. Special study of California, covering a period of ten weeks. *History* of United States to 1845. *Art*: Proportion, rhythm, opposition, subordination, composition in designs and pictures. Scales of dark-and-light and color. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training* and *Domestic Art*: Drawing and sketching of models, and bench work, for boys. Sewing, for girls. Class projects. *Music*: Work of previous grades made strong. Ear training to include harmonic and melodic forms of minor. Chorus singing, watching leader for good interpretation. Study of composers, Folk songs, National songs, Cradle songs, etc. *Physical Training*: Girls—Swedish Day's Order: Games of higher organization, such as Captain Ball. Boys—apparatus work additional.

Eighth Grade. *Literature and Reading*: As in preceding grade, with decreasing emphasis on the technical phases of reading and increasing emphasis on literary appreciation. Study of different interpretations of the "Quest for the Holy Grail," with intensive study of "The Vision of Sir Launfal." Analysis and reading of "Silas Marner" and either "Julius Cæsar" or "The Merchant of Venice." Impersonation of characters a part of the regular recitation. Dramatization, using author's language. *Language*: Oral composition as in seventh grade. Written composition, including the elementary principles of narration, descrip-

tion, and exposition. Review of the facts of grammar previously learned. Such additional facts as are essential to correct speech; the use of apt words; choice of synonyms. *Spelling* and *Word Building*. *Geometry*. *Arithmetic*: General review. *Physiology*: Laboratory and text-book study of human physiology. *History*: United States history concluded, with especial consideration of the industrial development, of California history, and of civics. *Art*: Principles of composition in designs and pictures. Color values and harmony. Color schemes for room interiors. Stenciling or wood-block printing. Illumination of text. Program covers, magazine pages, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training* and *Domestic Science*: Bench work and furniture construction, for boys. Cookery, for girls. Class projects. *Music*: See seventh grade. *Physical Training*: Girls—Swedish Day's Order. Games of high organization, such as Captain Basket Ball and Indoor Baseball. Boys—apparatus work additional.

THE LIBRARY

The library contains about 17,500 volumes, classified according to the Dewey decimal system and arranged on low shelves to which the students have free access.

Though the desirability of supplying good reading for leisure hours is not overlooked in the choice of books, the main purpose is to provide the means for pursuing the branches prescribed in the courses of study. The subjects most fully represented are: psychology and education, science, travel, history, and literature. About one thousand new volumes are added annually. Great care is taken in the selection of books; the liberal use made of the library by students shows that the collection fulfills its purpose. The past year shows an average monthly circulation of forty-eight hundred, exclusive of books used in the library. The library is supplied also with most of the best current literature, professional and general. A Circular of Information to those who use the library has been issued, and has proved very helpful to students in many ways.

In addition to the ordinary reference books, such as dictionaries, encyclopedias, and atlases, there are, either bound or on file, about eight hundred volumes of the leading literary and educational periodicals, which, by the aid of Poole's Index and kindred publications, can be used to great advantage. The use of the library in general is facilitated by a card catalog containing besides the title and subject of every book and the name of its author, many references to magazines and other sources, the titles of which do not indicate the contents.

CATALOG OF STUDENTS, 1907-1908

GENERAL PROFESSIONAL DEPARTMENT

Senior Classes

Aldrich, Ada	Huntington Park	Churchill, Isabel Lovejoy	Greeley, Colo.
Aldridge, Grace M.	Lebanon, O.	Clark, Alice M.	Pomona
Aldridge, Rhoda	Lebanon, O.	Clark, Amy C.	Los Angeles
Ambrose, Gertrude	San Pedro	Clark, Mary (A.B.)	Los Angeles
Amidon, La Verne Marion,	Los A.	Colvert, Catherine R.	Los Angeles
Arnold, Edwina M.	Los Angeles	Cooper, Margaret L.	Los Olivos
Arthur, Edith M.	Fillmore	Cooper, Susan A.	Los Angeles
Bailey, Gertrude ..	Los Angeles	Crane, Eula M.	Monrovia
Bailey, R. Kenneth	Los Angeles	Creager, Mabel	Los Angeles
Ball, Cynthia	Pasadena	Crothers, Mae	Ventura
Barrow, Bonnie B.	Santa Monica	Crowley, Elsie E.	Visalia
Beck, Alice K.	Pomona	Crump, La Veta	Los Angeles
Beck, Mrs. Kathleen Sue ..	Los Angeles	Crump, Mary	Los Angeles
Bell, Albertha	Somis	Cunningham, Alice	Tulare
Bigelow, Emma L.	Los Angeles	Curry, Ruby	Los Angeles
Bliss, Ruth Rochester	Visalia	Curtin, Mary M.	Santa Monica
Bond, Dorothy B.	Los Angeles	Daniels, Mrs. Cora	Los Angeles
Bostwick, Florence	Los Angeles	Daniels, Edna E. (A.B.) ..	Mitchell, S. D.
Bradshaw, Alexandra C.	Whittier	Dauids, Ina M.	Los Angeles
Brant, Arthur D.	Riverside	Delany, May	Los Angeles
Bretz, Leonie	Los Angeles	Dennis, Ruth M.	Ventura
Brayton, Edna	Los Angeles	des Granges, Helen	Seattle, Wash
Brendel, Carrie	Duquoin, Ia.	Dinneen, Mary J.	Los Angeles
Brendel, Ruth	Duquoin, Ia.	Dodge, Lillie J.	Los Angeles
Brooke, Vera H. (A.B.) ..	Los Angeles	Dolan, Teresa	Los Angeles
Brown, Trena	Los Angeles	Douglas, Harriet L.	Los Angeles
Bryson, John	Gardena	Downing, Ethel T.	Los Angeles
Bullock, Isabel C. (A.B.) ..	Chicago, Ill.	Durkee, Mae M.	San Dimas
Burke, Georgia O.	Rivera	Dye, Lelia E.	Van Wert, O.
Burns, Alice E.	Mapleton, Minn.	Eikenberry, Bright	Cerro Gordo, Ill.
Burr, Alice Rosabel	Pasadena	Eldred, Hazel W.	Los Angeles
Burr, Marjorie	St. Albans, Vt.	Elwood, Roby Theresa (A.B.) ..	Azusa
Cade, Edith Almera	De Soto, Ia.	English, Hattie J.	Kern
Campbell, Margaret	Aurora, Ill.	Espey, Phoebe	Rising Sun, Ind.
Carlock, Mary Madeline (A.B.) ..	Los A.	Evans, Emily	Los Angeles
Cartmill, Flora	Tulare	Fickas, Lulu M.	Santa Ana
Cartwright, Maud M.	Pasadena	Finney, Edna M.	San Luis Obispo
Cawelti, Sadie	Somis	Fortune, Beatrix M. (A.B.) ..	Los Angeles
Chancellor, Wilhelmina ..	Los Angeles	Freeman, Glladys	Santa Ana
Chandler, Carrie E.	Orange	Fulgham, Josephine M.	Hanford
Chrisman, Maude R.	Ventura	Giffen, Camille M'liss	Los Angeles
Christen, Elsa	Anaheim	Giffen, Cecelia May	Red Bluff

Senior Classes—Continued

Gilbert, Florence.....	San Bernardino	Lee, Winona.....	Los Angeles
Goeddel, Frances Emma.....	Norwalk	Leebrick, Bessie.....	Covina
Goodrich, Fannie.....	Los Angeles	Lindley, Reba M.....	Los Angeles
Granger, Maude A.....	Ventura	Little, Margaret (A.B.).....	Los Angeles
Gray, Lillian.....	Pasadena	Lund, Hallie Wilhelmina.....	Los Angeles
Gray, M. Sidney.....	Downey	McClintock, Mamie.....	Westminster
Gray, Peryle.....	Los Angeles	McCrosen, Margaret A.....	Pasadena
Greening, Florence.....	Toledo, Ohio	McDonald, Zena.....	Lompoc
Grevé, Annie L.....	Los Angeles	McHugh, Louise.....	Los Angeles
Haan, Cicely O.....	Minneapolis, Minn.	McJohnston, Maude M.....	Los Angeles
Haettel, Lois.....	Los Angeles	McKay, Isabella G.....	Los Angeles
Hall, Mary A.....	Ventura	McManus, Violet.....	Los Angeles
Hansen, Lillie.....	Los Angeles	MacMillan, Jean.....	Los Angeles
Hardesty, Alice M.....	Los Angeles	Marbel, Ethel E.....	Los Angeles
Harris, Effie.....	Bradley	Marshall, Clara.....	Porterville
Harris, Nettie.....	Los Angeles	Mason, Annie M.....	Los Angeles
Hatch, Lois.....	Los Angeles	Mathews, Grace.....	Riverside
Helm, Mrs. Florence G.....	Los Angeles	Mauch, Frieda.....	South Bend, Ind.
Helvie, Camille.....	Long Beach	Metcalf, Marie H.....	Los Angeles
Hibben, Litta Belle.....	Tropico	Miller, Grace H.....	Los Angeles
Hillman, Porter.....	Los Angeles	Miller, Iva M. (A. B.).....	Santa Ana
Hoffman, Ethel G.....	Los Angeles	Miller, Katherine.....	Whittier
Hooker, Ora.....	Riverside	Miller, Virginia.....	Los Angeles
Hopkins, Marie A. (A.B.).....	Fullerton	Miller, Vivian.....	Norwalk
Horton, Elizabeth A. (B.L.).....	Pasadena	Milligan, Gertrude.....	St. Louis, Mo.
Hovey, Marie L.....	Rawhide, Nev.	Mitchell, M. Jeannette.....	Los Angeles
Hudson, Mabel.....	Los Angeles	Mitchell, Nora L.....	Ontario
Hund, Leonore L.....	Ventura	Mogle, Mildred E.....	Chino
Hussey, Grace E.....	Anaheim	Molique, Nellie D.....	San Gabriel
Hutton, Mary C.....	Long Beach	Montgomery, Kathleen A.....	Los Angeles
Inghram, Helen.....	Norwalk	Morgan, Lenore Edna.....	Sierra Madre
James, Grace Louise (A.B.).....	Santa Monica	Morrison, Barbara H.....	Pasadena
Jensen, Elsie.....	Los Angeles	Morrison, Daisy.....	Los Angeles
Johnson, John.....	Los Angeles	Murphy, Imogene M.....	Pasadena
Johnston, Kathleen.....	Los Angeles	Nidiffer, Myrtle Irene (B.L.).....	Lemoore
Jones, Alice.....	Corvallis, Ore.	Norris, Anna Marie.....	Los Angeles
Jones, Elizabeth A.....	Long Beach	Oakey, Mary L. (B.L.).....	San Bernardino
Jones, Harriett E.....	Pasadena	O'Connor, Julia.....	Hollywood
Jones, Laura A.....	Los Angeles	O'Donnell, Alice M.....	Los Angeles
Jones, Mary Thurston.....	Corvallis, Ore.	Olerich, Florence.....	Los Angeles
Jordan, Winifred.....	Redlands	Patterson, Lela.....	Humboldt, Neb.
Kibbie, Marjorie R.....	Pomona	Patterson, Mrs. Mary B.....	Los Angeles
Kimball, Letizia M. (A.B.).....	Eureka	Paxton, Jessie K.....	Orange
King, Fannie.....	Los Angeles	Paxton, Margaret.....	Orange
Kressen, Walter.....	Orange	Pedroarena, Ysidora.....	Los Angeles
Lacy, James S.....	Los Angeles	Peirce, Bertha T.....	Azusa
Lane, Josephine E.....	Downey	Pettingill, Tallahatchie (A.B.).....	Redlands
Larkins, Addie T.....	Visalia	Piles, Margaret E.....	Los Angeles
Larkins, Carol Letitia.....	Visalia	Pitts, Ruth H.....	Pasadena
Laughlin, Lelia.....	Los Angeles	Porter, Rose E.....	Fresno
Lee, Grace Alda.....	Orange	Pownall, Irene.....	Los Angeles
Lee, Mrs. Valeria C.....	Los Angeles	Quinn, Nita.....	El Monte

Senior Classes—Continued

Rankin, Grace L.....	Los Angeles	Taney, Mary E.....	Los Angeles
Raymond, Annie L.....	Los Angeles	Taylor, Nain.....	Los Angeles
Reavis, Lorna.....	Los Angeles	Templeton, Jessie N.....	Los Angeles
Reed, Pearl Ethelyn (A.B.).....	Pomona	Thayer, Violet M.....	Los Angeles
Rhoades, Georgia M.....	Long Beach	Thompson, Elizabeth M.....	Los Angeles
Richards, Ethel E.....	Los Angeles	Thompson, Frances.....	Hollywood
Richardson, Isabelle W.....	Anaheim	Thompson, Pearl A.....	Norwalk
Richardson, Rachel.....	Eagle Rock	Todd, Margaret.....	Fresno
Rineheart, Mary G.....	Los Angeles	Tolchard, Veda.....	Los Angeles
Robinson, Mrs. Lillian Valparaiso, Ind.		Treacy, Jennie S.....	Aurora, Ill.
Ronan, Katheryn.....	Los Angeles	Tupman, E. Elizabeth.....	Hynes
Ross, Orma R.....	Santa Ana	Unger, Maude C.....	Los Angeles
Rouse, Marie J.....	Los Angeles	Vale, Mabel Mildred (A. B.).....	Long Beach
Ruhland, Murrel.....	Alhambra	Vandegrift, Louise Robb.....	Los Angeles
St. John, Anna.....	Los Angeles	Van Sittert, Mrs. Edith.....	Los Angeles
Sanderson, Margaret.....	Whittier	Venable, Laura E.....	Los Alamitos
Satterlee, M. Grace.....	Los Angeles	von Dornum, Elsa.....	Rhyolite, Nev.
Schwarz, Florence I.....	Santa Barbara	Waters, Annie.....	Colton
Scott, Bonnie.....	Los Angeles	Watkins, Bessie S.....	Long Beach
Seay, Bessie.....	Watts	Watkins, Etta B.....	Keota, Ia.
Seay, Marion.....	Los Angeles	West, Mrs. Georgia A.....	Los Angeles
Sevier, Helen.....	Los Angeles	Watson, Mary.....	Anaheim
Shillington, Myrtle R.....	Oxnard	Weinstein, James.....	Los Angeles
Short, Lurline E.....	Hanford	Wells, Eloise G.....	Travers City, Mich.
Smith, Hilda.....	Los Angeles	Wenger, Susie E.....	Los Angeles
Smith, Margaret.....	Los Angeles	Westerfield, Agnes.....	Lankershim
Smith, Rhumah M.....	Morrisville, Vt.	Westland, Martha Zoe.....	Upland
Sollinger, Anna.....	Norwalk	Whittlesey, Lucy E.....	Altadena
Sollinger, Ethel.....	Norwalk	Wilcox, Ethel M.....	Los Angeles
Spiers, Katherine.....	Los Angeles	Williams, Elva.....	Pomona
Stanley, Lillie M.....	Orange	Williams, Mary V.....	Glendale
Steck, Georgie J. (A.B.).....	Berkeley	Williamson, M. Estella (A. B.).....	Hollywood
Stephens, Nellie Eva (A.B.).....	Long Beach	Wine, Bessie.....	Los Angeles
Stewart, Margaret.....	Los Angeles	Wonders, Lottie M.....	Downey
Strain, Lily.....	Fullerton	Woodham, Edith.....	Hollywood
Straub, Mary Lulu.....	Glenwood, Ia.	Wooley, Edna L.....	Greenfield
Stringfield, Elizabeth.....	San Luis Obispo	Wright, Nancy R.....	Los Angeles
Stull, Helene Mildred.....	Los Angeles	Wyman, Gertrude B.....	Alhambra
Swartout, Alta.....	Los Angeles	Yandell, Lura.....	Bishop
Talbert, Wilford E.....	Highgrove		
Total.....			257

Including classes graduating November 27, 1907; January 31, 1908; March 13, 1908

Junior Classes

Adams, Edith R.....	Tustin	Bliss, Helen Claire.....	Santa Cruz
Adams, Elsie.....	Monrovia	Boeckman, Eleanor Eliza.....	Hollywood
Alexander, Jean Geddes.....	Hollywood	Bond, Gertrude.....	Los Angeles
Alexander, Helen Mills.....	Mills College	Bond, Gladys.....	Los Angeles
Andrews, Myrtle Gladys.....	Redlands	Boyde, Verna.....	Santa Ana
Backus, Myrtle Elinor.....	Los Angeles	Brandt, Josephine.....	Covina
Baskett, Jettie.....	Los Angeles	Brandt, Margaret.....	Covina
Bennett, Bonnie B.....	Los Angeles	Bratt, Lois Ella.....	Downey
Biehl, Rosa.....	Los Angeles	Brayton, Martha.....	Los Angeles

Junior Classes—Continued

Brewer, Irene	Los Angeles	Heintz, Lola Rose	Los Angeles
Brewer, Lizzie Angelyn	Los Angeles	Hepner, Minnie Alice	Covina
Burnett, Lillian C.	Glasco, Kan.	Herrig, Pearl Ethel	Pasadena
Canterbury, Ethel	Redlands	Hoffman, Virginia Ruth	Los Angeles
Chancellor, Eloise	Los Angeles	Holt, Mary Elizabeth	Los Angeles
Cheney, Marion,	Los Angeles	Honn, Loueva M.	Visalia
Cist, Beth	Los Angeles	Hoover, Esther	Los Angeles
Clark, Irene Vinnie	Los Angeles	Horton, Alice	Redlands
Colgan, Catherine Genevieve	Los A.	Hovey, Leigh Nancy	Pasadena
Convis, Lulu Imogene	Los Angeles	Houk, George D.	Glendale
Cookman, Mrs. Grace Olive	Los A.	Hunter, Iva Fern	Glendale
Cookman, J. Randolph	Los Angeles	Jellison, Hilda Louise	Monrovia
Coombs, Adeline Mabel	San Pedro	Jenifer, Nellie	San Fernando
Cosner, Addie	Sherman	Johnson, Bertha	Lompoc
Covell, Florence May	Pasadena	Johnson, Hilda S.	San Pedro
Coward, Freda Loretta	South Pasadena	Johnston, Edith	Los Angeles
Crane, Dorothy	Los Angeles	Jones, Edith Florence	Los Angeles
Cripe, Samuel	The Palms	Kallmeyer, California	El Monte
Cunningham, Mary T.	Los Angeles	Karnahan, Mary	Los Angeles
Dabney, Blanche	Winterset, Ia.	Keefe, Alice Marie	Orange
Dalgleish, Margaret D.	Santa Monica	Kidd, Ellen Fidelia	San Bernardino
Davies, Sophia Martha	Los Angeles	Kress, Nellie	Los Angeles
Deardorff, Annetta	Santa Ana	Lawrence, Leah B.	Anaheim
de la Cuesta, Tulita	Santa Ynez	Layne, Vera	Los Angeles
Dippo, Cecile	Pasadena	Lockett, Lillian	Pasadena
Dismukes, Meekie W.	Downey	Lockett, Octavia Bass	Pasadena
Duncan, Fanchon Felicia	Los Angeles	Lyman, Maud Lydia	San Fernando
Elliott, Roxy	Paso Robles	Lyman, Pearl	San Fernando
Emery, Izella Opal	Los Angeles	Luther, Mabel	Los Angeles
Evans, Gwendolyn	Downey	McCain, Belle	Pomona
Ewing, Bessie Ionia	Los Angeles	McDonald, George J.	Pomona
Field, Anna May	Los Angeles	Mast, Lola	Pomona
Field, Susan E.	Highland	Mathews, DeRose	Los Angeles
FitzGerald, Geraldine	Los Angeles	Maulsby, Ruth Eleanor	Los Angeles
Flynn, Edith Irene	Los Angeles	Maurer, Clara Bess	Ontario
Forrest, Dorothy	Oceanside	Mayes, Florence Mabel	Downey
Freeman, Callie	Cucamonga	Maynard, Pearl	Los Angeles
French, Beryl Lorena	Loomis	Medbery, Mary R.	Los Angeles
Fuller, Grace Lydia	Santa Ana	Miller, Susie E.	Los Angeles
Garcia, Annie Stella	Wilmington	Moore, Ida Alice	Tulare
Gillespie, Jean	San Pedro	Morris, Bessie	Lima, Ohio
Gilmer, Lillian	Tipton	Morris, Kate S.	Los Angeles
Goetz, Mae A.	Los Angeles	Nebelung, Violet	Anaheim
Gough, Susanne	Los Angeles	Nyce, Ida May	Pasadena
Gray, Rachel Jane	Whittier	Nye, Helen Marie	Hollywood
Haddock, Mattie C.	Norwalk	O'Brien, Mary C.	Los Angeles
Hall, Helen May	Ventura	Olmstead, Matie C.	Workman
Hanifan, Agnes	Los Angeles	Ott, Susie E.	Corona
Hardin, Ruth M.	Buena Park	Pauling, Hester	Los Angeles
Hardy, Katherine F.	Los Angeles	Paxton, Laura E.	Rivera
Harris, Josephine Riddock	Downey	Payne, Frances Delia	Los Angeles
Harwood, Fay	Santa Paula	Peters, Claire	Mojave
Heil, Frank L.	Santa Ana	Platt, Lucile	Los Angeles

Junior Classes—Continued

Preston, Linda May.....	Los Angeles	Sturgis, Mary Elizabeth.....	Los Angeles
Prior, Marjorie Julia.....	Los Angeles	Summers, Estelle.....	Los Angeles
Quesnal, Regina H.....	Los Angeles	Sumner, Charlotte Louise.....	Los Angeles
Quinn, Gladys.....	El Monte	Thomas, Alma M. L.	Los Angeles
Ratliff, Nellie Blanche.....	Colton	Thompson, Mrs. Helena.....	Los Angeles
Reeves, Grace Gardner.....	Redlands	Townsend, Ruth Ann.....	Hollywood
Rice, Mrs Evelyn S.....	Pasadena	Twombly, Katherine Earle.....	Fullerton
Rives, Gertrude Anna.....	Hemet	Tyler, Edith.....	Los Angeles
Robinson, Alice M.	Santa Ana	Tyler, Helen Ruby.....	Moline, Ill.
Saulsbury, Edna May.....	Arroyo Grande	Valla, Helen Henrietta.....	Whittier
Short, Addie G.....	Fresno	Valgamore, Ivan R.....	Pasadena
Shulman, Bertha.....	Los Angeles	Walker, Bessie Ellen.....	Los Angeles
Smith, Elizabeth Hargraves.....	Redlands	Westbrook, Bertha F.....	Linconville, Kan.
Smyth, Pearl.....	Ontario	White, Mae B.....	Los Angeles
Specht, Martha.....	Los Angeles	Wickersheim, Elsie Louise.....	Orange
Stanley, Emma.....	Orange	Wiggs, Hazel H.....	Whittier
Stewart, Blanche.....	Los Angeles	Willits, Marion Halla.....	El Monte
Stiles, Lillian May.....	Fresno	Wylie, Ruth.....	Santa Maria
Strong, Clara.....	Santa Monica	Weisbard, Florence M.....	Los Angeles
Total.....			172

ACADEMIC PROFESSIONAL DEPARTMENT

Senior Class

Blunck, Irma.....	Los Angeles	Reed, Hazel.....	Santa Monica
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Junior Class

Riggins, Edna B.....	Los Angeles	Seaman, Josephine A.	Los Angeles
Total.....			4

KINDERGARTEN TRAINING DEPARTMENT

Senior Class

Alexander, Adeline C.	Los Angeles	McKellar, Florence.....	Pasadena
Amis, Bonnie Ethel.....	Los Angeles	McMillan, Josephine.....	North Glendale
Brugman, Emily.....	Sierra Madre	Mabon, Olive.....	Ontario
Burnham, Jessie M.....	Riverside	Metcalfe, Mary E.	Los Angeles
Clark, Hazel.....	Los Angeles	Nicholas, Alice A.....	Pasadena
Dey, Ermand Vinnie.....	Pasadena	Phillips, Edith.....	Pasadena
Dickinson, Mary.....	Los Angeles	Reynolds, Margaret.....	Pasadena
Doughty, Vivian Ellen.....	Hollywood	Swartz, Neva Retha.....	Chicago, Ill
Dunlap, Hazel A.	Pasadena	Utle, Sarah.....	Los Angeles
Egbert, Marguerite.....	Pasadena	Van Deusen, Ethel.....	Los Angeles
Johnson, Beulah.....	Los Angeles	Waterman, Gertrude.....	Los Angeles
Lamb, Gladys Vera.....	Eagle Rock	Wilson, Jennie Ethel.....	Soldiers' Home
Lomax, Georgia.....	Los Angeles	Wood, Laura L.	Pasadena
MacKalip, Marguerite a.....	Los Angeles		
Total.....			27

Including graduates of November 27, 1907; January 31, 1908; March 13, 1908

Junior Classes

Arenschield, Leola Mary.....	Glendora	le Mesneger, Louise Paz.....	Los Angeles
Boydston, Vinna K.....	Fairmount, W. Va.	Maurice, Edith Lois.....	Los Angeles
Brown, Edna Vincent.....	Los Angeles	Morris, Agnes.....	Los Angeles
Cameron, Mrs. Margaret.....	Los Angeles	Putnam, Lelia Isabelle.....	Pasadena
Carnes, Margaret Rose.....	Los Angeles	Reed, Helen.....	Monrovia
Fallis, Nannie.....	Los Angeles	Schiffman, Eulalia Irene.....	Los Angeles
Foster, Edith H.....	Los Angeles	Scott, Carrie Belle.....	Los Angeles
Greene, Gertrude Barton.....	Pasadena	Sherk, Mildred.....	Pasadena
Grove, Etta Priscilla.....	Onarga, Ill.	Snyder, Evelyn Wilson.....	Los Angeles
Hotchkiss, Lulu T.....	Santa Clara	Sturges, Caroline M.....	Oak Park, Ill.
Hurst, Edith Rosalie.....	Los Angeles	Williams, Elizabeth P.....	Avalon, C. Isl.
Jensen, Lillian Olive.....	Los Angeles	Williams, Miriam C.....	Pasadena
Lawrence, Ruth Caroline.....	Los Angeles	Wimberly, Persia.....	Los Angeles
Ledyard, Maritza Forman.....	San José	Winston, Marguerite U.....	Los Angeles
Total.....			28

SPECIAL STUDENTS AND VISITING TEACHERS

Arakawa, Tetsujiro.....	Los Angeles	Mitchell, Florence Ashby.....	Los Angeles
Avery, Rebekah Wheeler.....	Oakland	*Oakley, Elizabeth.....	Los Angeles
Bartlett, Mrs. Emma M.....	Los Angeles	Palmer, Gertrude.....	Cottage Grove, Ore.
Blewett, Myrtle.....	Los Angeles	*Parker, Phoebe L.....	Los Angeles
*Diftenbacher, Lulu A.....	Los Angeles	Phillips, Delle.....	Long Beach
Dinwiddie, Pauline.....	Los Angeles	Preston, K. Lillian.....	Santa Clara
Duclos, Mrs. Antoinette S.....	Los Angeles	Rebbe, Elizabeth.....	Los Angeles
Frank, Miss Ethel G.....	Los Angeles	Reinertson, Nellie O.....	Hazard, Neb.
Gere, Mary Belle.....	Chicago, Ill.	Routh, Mrs. Lottie E.....	Duluth, Minn.
Giffin, Mary E.....	St. Clairsville, O.	Sale, Katherine.....	Los Angeles
Hall, Ivy Bell.....	Los Angeles	*Slayden, Mrs. Carrie R.....	Los Angeles
Hazen, Bessie.....	Pasadena	Snyder, Harriet A.....	Pasadena
Kimmell, Emma Marion.....	Hemet	Van Dusen, Marion S.....	Los Angeles
*Knight, Bertha.....	Los Angeles	Watkins, Mrs. Nellie.....	Los Angeles
Leonard, Eugene T.....	Los Angeles	Wilson, T. Howard (M.A.).....	Los Angeles
Logan, Inez.....	Los Angeles	Williams, Adah.....	Fulton, Ga.
Loomis, Emma.....	Meadville, Mo.	Yorker, Mrs. Nora K.....	Los Angeles
Miller, Mrs. Delphine S.....	Los Angeles		
Total.....			35

Total number of students in General Professional Department.....	429
Total number of students in Academic Professional Department.....	4
Total number of students in Kindergarten Training Department.....	55
Special students and Visiting Teachers.....	35
Total number enrolled in Normal School.....	523

*Postgraduate.

PUPILS ENROLLED IN TRAINING SCHOOL

Number of pupils enrolled in Eighth Grade.....	70
Number of pupils enrolled in Seventh Grade	68
Number of pupils enrolled in Sixth Grade.....	65
Number of pupils enrolled in Fifth Grade	45
Number of pupils enrolled in Fourth Grade.....	54
Number of pupils enrolled in Third Grade.....	61
Number of pupils enrolled in Second Grade.....	52
Number of pupils enrolled in First Grade	106
Number of pupils enrolled in Kindergarten.....	69
Total number enrolled in Training School	590

SUMMARY

Total number students in Normal School	523
Total number pupils in Training School	590
Total number enrolled, all departments.....	1,113

GRADUATES

SUMMER CLASS, JUNE, 1907.

General Professional Course

Edith E. Alsbach	M. Eleanor Fraser	L. Ada Martin
Carrie Armstrong	Edna M. George	Almira M. Mayo
Cecil E. Bemis	Sophia Gettman	Charles F. Meagher
Rowena Blackburn	Ivy Josephine Girvin	Clarice Merrill
May Bolton	Bertha M. Grant	Freda Meyer
Margaret C. Buchanan	Irene M. Green	Maude V. Moon
Lena M. Buhn	Cary Groton	Mary Morten
Emma McNear Butts	Mary E. L. Hall	Mollie Munz
Floralyn Cadwell	Mrs. Lulu L. Hansen	Elizabeth Nourse
Margaret R. Cassels	Elizabeth M. Harris	Elizabeth Oakley
*Laura Chase	Laura Louise Hayes	Norma Peck
Jennie C. Clay	Arline A. Haynes	Emily Petterson
Ethel Collins	Elva A. Henry	Grace L. Phelps
Carrie Conkle	Fidelia A. Hickox	Etta L. Post
L. May Cornwell	Myrtle H. Hickox	Faith Roberts
Rena Crinklaw	Alice B. Holmes	Maranita B. Roe
Marjorie E. Curtis	Edna Hughes	Anna Hazlitte Sale
Ella Doyle	Nicolina Johnson	Ada Alice Sloan
Dorothy Duncan	Gladys Jolliffe	Olga Mae Speer
Edith A. Eckleen	Elizabeth C. Kaiser	Muriel Tatem
Edna Rea Elliott	Lila B. McElrea	Blanche Lenore Vance
Clara B. Evans	Vera E. McMurray	Ethel M. Webb
Josephine L. Evans	Jessie A. Mahan	Frances G. Webster

Academic Professional Course

Maud A. Minthorn

Kindergarten Training Course

Frances Baker	Mary M. Cook	Mary Caro Moore
Hazel C. Brobst	Jessie Barbara Hayward	Nora K. Nagle
Una Burrett	†Mrs. Nellie Jemison Jonas	Phoebe L. Parker

AUTUMN CLASS, NOVEMBER, 1907

General Professional Course

Rhoda V. Aldridge	Grace Mathews	Alta M. Swartout
Flora L. Cartmill	Mamie McClintock	Mary Watson
Ruby Curry	Gertrude Milligan	Agnes Westerfield
Mabel Hudson		

Kindergarten Training Course

Edith Phillips

Ethel Lee Van Deusen

*Graduate. Kindergarten Course (1905).

†Graduate of General Professional Course (1899).

MIDWINTER CLASS, JANUARY, 1908

General Professional Course

Edith Arthur	Teresa M. Dolan	Murrel Ruhland
Albertha V. Bell	Lulu Fickas	Helen Sevier
Florence Bostwick	Lillie P. Hansen	*Hilda Smith
Alexandra Bradshaw	Nettie Harris	*Margaret Smith
Edna E. Brayton	Lois Hatch	Ethel A. Sollinger
Carrie Brendel	Camille Helvie	*Anna L. St. John
Ruth Brendel	Winifred A. Jordan	Lily Strain
Trenna E. Brown	Bessie Leebrick	Lulu Straub
Marjorie F. Burr	Margaret McCrossen	Frances S. Thompson
Maud Cartwright	Marie H. Metcalf	Pearl A. Thompson
Sadie Cawelti	Daisy P. Morrison	Veda Tolchard
Elsa Christen	Anna Marie Norris	Eloise Wells
Susan A. Cooper	*Rachel T. Richardson	Susie Wenger
May M. Delany	*Mary G. Rineheart (Mrs.)	Gertrude Wyman
Ruth Dennis	Katheryn N. Ronan	

Academic Professional Course

Gertrude Hazel Reed

Kindergarten Training Course

Hazel A. Dunlap

SPRING CLASS, MARCH, 1908

General Professional Course

Emma L. Bigelow	Beatrice M. Fortune (A.B.)	Myrtle I. Nidiffer (B.L.)
*Vera H. Brooke (A.B.)	*Lois Haettel	*Julia O'Connor
Cora Daniels	Marie A. Hopkins (A.B.)	Lela Patterson
Edna E. Daniels (A.B.)	Elizabeth A. Jones	Tallahatchie Pettingill (A.B.)
Roby T. Elwood (A.B.)	Letizia M. Kimball (A.B.)	Katherine Spiers

Kindergarten Training Course

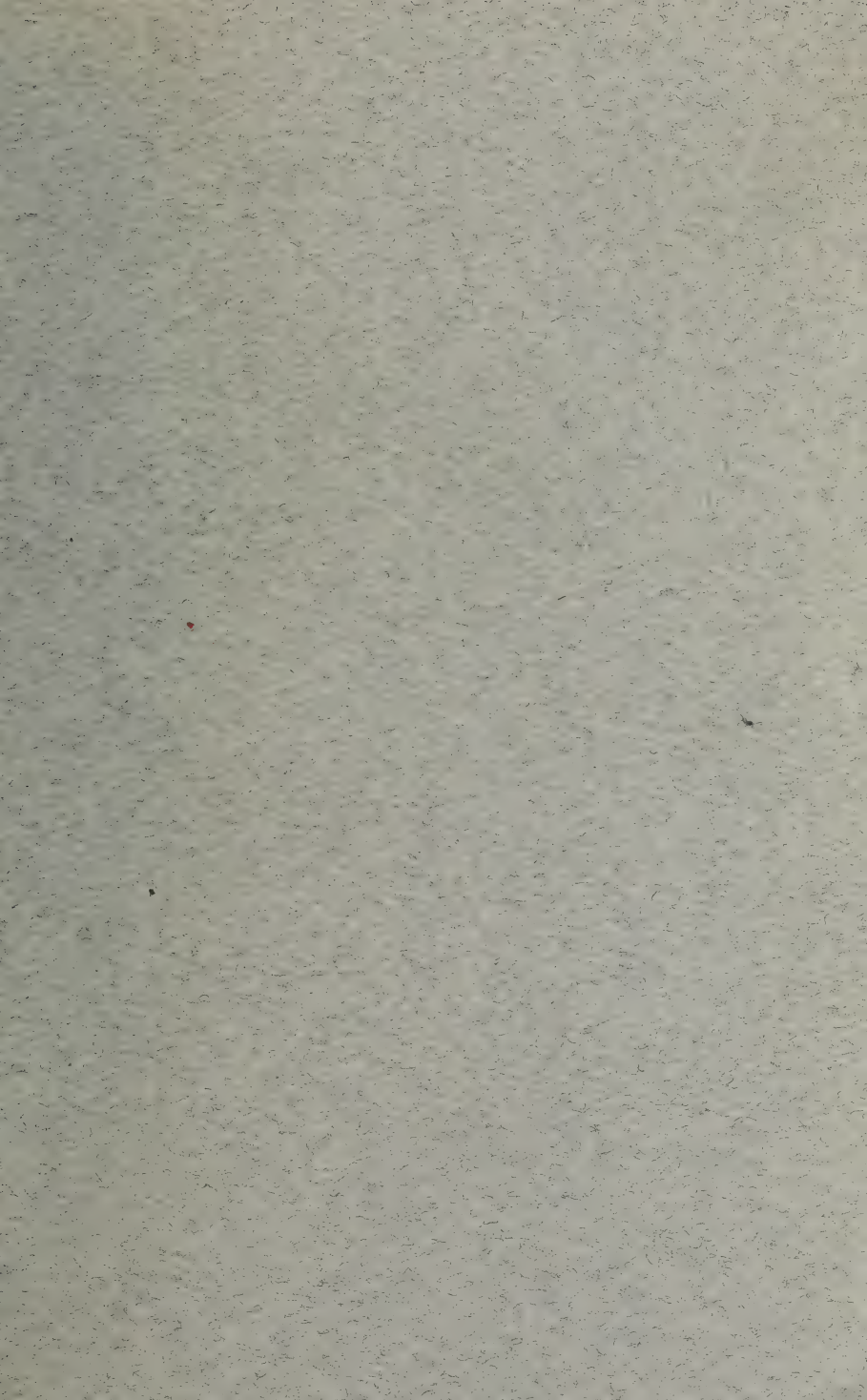
Olive Mabon

Emily S. Brugman

*Returned for special work.

NUMBER OF GRADUATES SINCE ORGANIZATION

1. Year ending June 30, 1884	22
2. Year ending June 30, 1885	35
3. Year ending June 30, 1886	43
4. Year ending June 30, 1887	48
5. Year ending June 30, 1888	35
6. Year ending June 30, 1889	57
7. Year ending June 30, 1890	53
8. Year ending June 30, 1891	75
9. Year ending June 30, 1892	78
10. Year ending June 30, 1893	88
11. Year ending June 30, 1894	77
12. Year ending June 30, 1895	81
13. Year ending June 30, 1896	65
14. Year ending June 30, 1897	56
15. Year ending June 30, 1898	89
16. Year ending June 30, 1899	107
17. Year ending June 30, 1900	127
18. Year ending June 30, 1901	130
19. Year ending June 30, 1902	106
20. Year ending June 30, 1903	109
21. Year ending June 30, 1904	96
22. Year ending June 30, 1905	120
23. Year ending June 30, 1906	155
24. Year ending June 30, 1907	138
25. Classes of November, 1907, January and March, 1908	76
Total	2,066
Number graduating from two courses: counted twice	18
Total excluding names counted twice	2,048



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LOS ANGELES

State Normal School Bulletin

REGISTER OF 1908-9 AND
ANNOUNCEMENTS FOR 1909-10

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE.

STATE NORMAL SCHOOL

LOS ANGELES, CALIFORNIA

TWENTY-SIXTH

ANNUAL CATALOG

FOR THE SCHOOL YEAR ENDING JUNE 30, 1909

AND

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

CIRCULAR OF INFORMATION

FOR 1909-1910

SACRAMENTO

W. W. SHANNON, - - - - -

Supt. of State Printing

1909

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CALENDAR FOR 1909-1910

FIRST TERM

General Faculty meeting - - 9 A. M., Friday, September 10, 1909
Student teachers report for arrangement of programs,
10 A. M., Friday, September 10, 1909
Training School conferences - 1 P. M., Saturday, September 11, 1909
Examinations for removal of conditions,
10 A. M., Monday, September 13, 1909
Registration - - - - - Monday,
P. M., Tuesday and Wednesday A. M., September 13, 14, and 15, 1909
Enrollment in classes - 1 P. M., Wednesday, September 15, 1909
Thanksgiving recess begins - 12 M., Wednesday, November 24, 1909
School reopens - - - - 9 A. M., Monday, November 29, 1909
Term closes - - - - Friday evening, December 17, 1909

SECOND TERM

Registration - - - - - Monday, January 3, 1910
Enrollment in classes - - - 9 A. M., Tuesday, January 4, 1910
Term closes - - - - Friday evening, March 25, 1910

THIRD TERM

Registration - - - - - Monday, April 4, 1910
Enrollment in classes - - - 9 A. M., Tuesday, April 5, 1910
Commencement - - - - 10 A. M., Friday, June 24, 1910

BOARD OF TRUSTEES

JAMES N. GILLETT,	-	-	-	-	-	-	-	Governor of California
								Ex Officio
EDWARD HYATT,	-	-	-	-	-	-	-	Superintendent Public Instruction
								Ex Officio
JOHN WASSON*	-	-	-	-	-	-	-	Pomona
LEWIS S. THORPE, M.D.,	-	-	-	-	-	-	-	Los Angeles
RICHARD MELROSE,	-	-	-	-	-	-	-	Anaheim
GEORGE I. COCHRAN,	-	-	-	-	-	-	-	Los Angeles
ALONZO B. CASS,	-	-	-	-	-	-	-	Los Angeles
HENLEY C. BOOTH,†	-	-	-	-	-	-	-	Santa Barbara

OFFICERS OF THE BOARD

LEWIS S. THORPE,	-	-	-	-	-	-	-	President
J. F. MILLSAUGH,	-	-	-	-	-	-	-	Secretary

EXECUTIVE COMMITTEE

LEWIS S. THORPE	RICHARD MELROSE
ALONZO B. CASS	

* Died, December, 1908.

† To succeed John Wasson, deceased.

FACULTY

JESSE F. MILLSPAUGH, A.M., M.D., PRESIDENT,
School Economy and School Law

HARRIET E. DUNN,
Secretary of Faculty

MAY A. ENGLISH,
Mathematics and Physiology

JOSEPHINE E. SEAMAN,
English

JAMES F. CHAMBERLAIN, Ed.B., B.S.,
Geography and Physiography

EVERETT SHEPARDSON, A.M.,
Supervisor of Training School

SARAH J. JACOBS,
Director of Physical Training

JENNIE HAGAN,
Music

JESSICA C. HAZZARD,
Domestic Science and Domestic Art

*ELLA G. WOOD, A.B.,
English

FRED ALLISON HOWE, LL.B., PH.D.,
English

LOYE HOLMES MILLER, M.S.,
Biology and Nature Study

CHARLES W. KENT, B.S.,
Manual Training

NELLIE H. GERE,
Art

* Resigned at close of first term.

FACULTY—Continued.

ALICE M. OSDEN,

Reading

LEWIS M. TERMAN, PH.D.,

Child Study and Pedagogy

CLAYTON F. PALMER, A.M.,

Agricultural Nature Study

ARNOLD L. GESELL, PH.D.,

Psychology and Education

RACHEL T. RICHARDSON,

Assistant in Manual Training

BEATRICE C. GESELL, ED.B.,

**History, *English, and *Education*

HELEN C. CHANDLER,

Assistant in Art

**ALMA BARNETT, M.L., A.M.,*

History, Psychology, and Education

**MYRTLE BLEWETT,*

Assistant in Music

**ADA J. MILLER, PH.B., A.M.,*

English

KINDERGARTEN TRAINING DEPARTMENT

ISABEL FRENCH, *Director*

MAUD WHITLOCK, B.S., *Assistant*

** Part of the year.*

TRAINING SCHOOL TEACHERS

KATE F. OSGOOD,

*Supervisory City Principal and Assistant Supervisor of
Training School*

CLARA M. PRESTON, *Fourth Grade*

HELEN C. MACKENZIE, *Third Grade*

SARAH E. WOODBURY, *Sixth Grade*

HELEN E. MATTHEWSON, *Eighth Grade*

DAGMAR C. JENSEN, A.B., *Seventh Grade*

HELENA E. JOY, *Fifth Grade*

ELSIE SECKLER, *Second Grade*

MARGARET MEADER, *First Grade*

†MARGARET O'DONOUGHUE,

Office Secretary

*KATHLEEN S. BECK,

Assistant Office Secretary.

ELIZABETH H. FARGO,

Librarian

*JENNIE E. CONBOYE,

Assistant Librarian

*ELEANOR B. JONES,

Assistant Librarian

MARJORIE H. VAN DEUSEN, A.B.,

Assistant Librarian

EDWIN P. CARR, *Engineer*

JAMES C. MAJOR, *Head Janitor*

FRED C. WILLIAMS, *Gardener*

* Part of the year.

† Died April 24, 1909.

GENERAL INFORMATION

The Los Angeles Normal School is located in the metropolis of southern California, a city widely known for mild and healthful climate; beauty of situation, splendid public improvements, civic enterprise, and educational advantages. The buildings of the school occupy an eminence that commands a fine view of the city and valley beyond, yet they are convenient of access from all directions. The grounds, which are a series of terraced slopes, covered with shrubbery and flowers, are a place of public attraction and interest. The main building has been so many times altered and enlarged that it bears slight resemblance to the original plan. Successive additions have increased its capacity fully fourfold and have provided ample room for all departments of the school's work. Of the changes and improvements recently made, the most important is the construction of a complete modern system of heating and ventilation. With a new brick boiler house placed at some distance from the other buildings, insuring safety and freedom from noise and dust, with the Johnson system of automatic heat regulation, having ample supply and exhaust fans for ventilation, and with hot and cold water where needed, the institution has all the advantages of a newly constructed building.

The first floor of the entire building is occupied by the Training School. It accommodates about 500 pupils in classes ranging from the kindergarten to the eighth grade. On the second floor of the main building are the offices of the school, the library, several class rooms, women's cloak rooms, etc. Connected with this floor by a covered bridge, which forms an attractive room, is the gymnasium. It is two stories in height, with floor area sufficient to accommodate large classes, and is well supplied with lockers, baths, and general apparatus. Aside from its use in physical training, the gymnasium serves admirably as a place for many of the social activities of the school. It is used extensively by students for receptions, socials, and other entertainments common to school life.

The assembly room, with seating capacity for 900, class rooms, laboratories, and rest rooms for students, occupy the third floor. The domestic science department is located in the gymnasium building and is well supplied with demonstration and experimental apparatus. Adjoining the domestic science laboratory is a large dining-room in which warm lunches are served on every school day to students and teachers at rates representing actual cost only.

The manual training department occupies several rooms. It is well supplied with benches, tools, drawing tables, and other equipment needed for the various phases of the work represented.

The school has two laboratories for nature study; the one devoted to the biological, the other to the horticultural phases of the subject. The former is well supplied with work tables, microscopes, and other accessories, including a stereopticon. In connection with the latter are school gardens for practical work, greenhouses and lath houses for the propagation of various forms of plant life and for the study, under favorable conditions, of the processes of plant development.

Aims.

The institution was established and is maintained for the purpose of preparing teachers for the public schools of California. With this as its sole aim, the school admits to its classes only those who intend to serve as teachers. It offers its privileges, however, not only to properly qualified students who have not taught, but also to teachers of experience who desire either to pursue special studies further, or to complete one of the courses required for graduation.

To those who are fitted for it by nature and education, the career of teaching proves no disappointment. But they only can hope for success as teachers who combine with good health and good mental ability such other equally important qualities as industry, perseverance, and pleasing address; and who are animated by truly professional, as distinguished from commercial ambitions. Those who are conscious of marked limitations in any of these directions are earnestly advised to pursue other vocations.

Conduct of Students

The school fixes few arbitrary rules or restrictive regulations. Those students only are admitted who are believed to have well-formed and correct habits. Both in the school and elsewhere they are expected to maintain the attitude and bearing of cultivated people and to be guided by principles of morality and honor.

The entire atmosphere of the institution is conducive to a feeling of responsibility and lofty purpose on the part of the students. Character, as the fundamentally important qualification of every teacher, is the result aimed at in all the governmental work of the school. Courtesy, politeness, and the usages of refined society, in general, are assiduously cultivated; but in a manner which does not lessen happiness and good cheer, qualities as necessary for the teacher as for the student.

Group Teachers

The government of the school is largely maintained, and the detail work of management carried forward, by means of the group-teacher system. The students are divided into groups, numbering in each from twenty to thirty. A teacher is assigned to the charge of each group. Several important offices fall to the duty of group teachers. They advise

students in regard to their courses and make out the individual programs. They have direct charge of the students through the term and keep themselves informed as to the work of each. They receive reports of attendance, tardiness, and temporary absence, and hold students responsible for a lack of performance of duty. They meet all students in their respective groups as circumstances require to receive reports and give general advice and directions.

When in difficulty of any kind or in need of advice, students first consult their group teacher, who gives such assistance or counsel as the case may require. Under this plan every student in the school may receive the personal attention of some teacher, specially appointed for this purpose, whether the difficulty is one involving illness, failure in studies, or school discipline.

Expenses

There is no charge for tuition. Books cost on an average about \$5.00 per term; instruments, stationery, and material for individual use, from \$5.00 to \$12.00 for the two years. The cost of working materials for ordinary use in all departments, including library and lecture fees, formerly charged, is met by payments of \$0.50 at the opening of each term, aggregating \$3.00 for the two years. The only additional outlay incidental to attendance is the possible charge incurred for breakage, loss, or injury of books, etc.

Board, including room with light and heat, in which two persons share, in private families, costs from \$18.00 to \$25.00 per month. Living expenses may be reduced by students who rent rooms and board themselves. Rooms for this purpose, intended for two students, can be obtained at from \$10.00 to \$15.00 per month. Though expenses may in this way be lessened, the plan is not recommended, except in cases of necessity. There are many good opportunities for really capable students to meet part or all of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two terms longer to complete the course and thus avoid the danger of overwork.

For the purpose of aiding students who have completed half or more of their course of study, and who for financial reasons are unable without assistance to continue their work and graduate, a students' loan fund, amounting to a few hundred dollars, has been formed and is available under conditions which provide for its safety and equable distribution. Several classes on their graduation have made substantial additions to the fund in the form of class memorials, thus expressing in a most practical way their loyalty to their alma mater and, at the same time, performing a valuable public service. The president of the school is treasurer of the fund.

Non-resident students *are required* to have rooms and board in places approved by the Faculty. Before engaging rooms or board and before changing rooms, therefore, such students should consult the Secretary of the Faculty, receive from her a list of approved homes from which to make selection, or confer with her concerning proposed arrangements. To meet students for this purpose she will be in attendance at the building during the entire week preceding the opening of school each term.

Social Life and Miscellaneous Opportunities

There are the societies customary in schools of this class—Christian Associations, Glee Clubs, Tennis Clubs, Athletic Clubs, Debating Clubs, etc.—for the promotion of literary, religious, and social life, and for the recreation of students. Everything consistent with the main purpose of the school is done by the Faculty to make the social life of students as pleasant and varied as possible.

In connection with the regular class work in music, the entire school is included in a grand chorus, which meets for a definite period every day for instruction in the methods of chorus work, interpretation of musical masterpieces, and practice in group singing.

During each year, with such frequency as seems desirable, lectures and addresses are given before the entire school by men of note as public speakers, generally without expense to students. In the same way a few choice musical entertainments are arranged for.

Besides the usual opportunities for practice in composition and expression in connection with the regular work of the school, the publication of the "Exponent," and the presentation of a play by the class graduating at the end of each year, under the direction of the Department of Reading, afford highly valuable training in literary composition and dramatic expression.

The library contains some 18,500 volumes of carefully selected books, a large number of pamphlets, and the leading magazines, literary and educational. Excepting certain books which are reserved at various times for the use of classes engaged upon subjects to which they relate, any volume in the library may be drawn by students for private use at their homes. In addition to the library of the school, the large Los Angeles public library is located only a short distance away and is open for the free use of students.

Legal Status of Graduates from the State Normal Schools of California

School Law of California: Section 1503. (1) The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the prescribed course of study and training diplomas of graduation, from either the normal department or the kindergarten department, or both.

(2) Such diploma from the normal department shall entitle the holder thereof to a certificate corresponding in grade to the grade of the diploma from any county, or city and county, board of education in the State. One from the kindergarten department shall entitle the holder to a certificate to teach any kindergarten class of any primary school in the State.

The first certificate referred to is the elementary certificate entitling the holder to teach in any primary or grammar school in California.

The Relation of the State Normal School to the Universities and Colleges of California

The Normal School stands in close relation to the two great universities of California. On completing the normal course, either immediately or after a brief experience in teaching, many ambitious students continue their studies at the State University or at Leland Stanford Junior University. This custom receives the approval and encouragement of both universities as well as of the Normal School.

Under arrangements already existing, graduates of the State normal schools who are also graduates of accredited high schools and who are especially recommended by the normal school faculties, may enter either of the above universities with a credit of 30 units, and thus be enabled to complete their college course in three years.

Though no agreements applicable to all cases have been reached regarding allowance of credit by the colleges of southern California to graduates of the Normal School who desire to continue their studies in an institution of higher academic learning, each case is given generous consideration on the basis of the preparatory work and the professional studies completed.

The Normal School's Part in the Preparation of High School Teachers

Under the rules of the State Board of Education certificates to teach in the public high schools of California are granted "to candidates who have received the bachelor's degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the bachelor's degree they have successfully completed at least one year of graduate study in a university belonging to the Association of American Universities; which year of graduate study shall include one half year of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school), and such other time in a well-equipped training school of secondary grade directed by the Department of Education of any one of the universities of the association, as may be necessary to fulfill the pedagogical requirements prescribed by this board."

The following exceptions to the rule are provided:

1. Evidence of twenty months' successful experience in teaching is accepted in lieu of one half year of graduate study.
2. Evidence of graduation from a California State Normal School or from any other normal school officially recognized by the State Board of Education as of equivalent rank will be accepted in lieu of one half year of graduate study.
3. Until otherwise provided, the practical teaching prescribed by the rule may be done in schools of grammar grade connected with a California State Normal School.

College and University graduates who intend to obtain the high school certificate, within one school year, and who desire to pursue part of their graduate studies in the University and part in the Normal School, as provided above, will find it to their advantage so to plan their work as to enter the Normal School immediately after the close of the first University semester.

GENERAL REQUIREMENTS FOR ADMISSION

Applicants for admission must be sixteen years of age and of good personality. They must also present evidence of good health, of sound moral character, and of the necessary preparation to meet the requirements of the course of study.

Health

According to a regulation of the Board of Trustees, each applicant must furnish evidence of being strong physically and free from chronic defects that would prevent successful work in the school or would militate against his or her fitness as a teacher of children. Before admission is complete, therefore, each student will receive a health examination from the instructor in physical training. Those in whom this examination reveals defects that appear likely to unfit for successful work, either as student or as teacher, will be required to obtain from a licensed physician, on blanks furnished by the school, certificates showing health to be in satisfactory condition.

Declaration of Intention to Teach in California

On entering the school students are required to make and sign the following declaration:

I hereby declare that my purpose in entering the school is to fit myself for teaching, and that I intend to teach in the public schools of this State, or in the State or Territory where I reside.

Scholastic Requirements for Admission and Graduation

The scholastic requirements for admission may be met in several ways:

I. A graduate of any secondary school of this State requiring four years of work in advance of the eighth grade will be admitted; *provided*, that at least ten units* of preparatory work are of such quality as to warrant recommendation to the State University; but matriculation will be complete only when the student presents either—

(a) Credentials requisite for admission to any one of the colleges of the State University; or,

(b) Credentials showing acceptable work in English, two units; Plane Geometry, one unit; Algebra, through Quadratics, one unit; History and Government of the United States, one unit; Science, one unit.

* A unit of preparatory work represents 5 hours of recitation a week for one year.

II. In general, the requirements for admission to the General Professional Course and to the Kindergarten Training Course are the same; but since a certain degree of proficiency in piano playing is a necessary qualification of the well-equipped kindergartner, before admission to the latter course applicants will be required to show ability to play acceptably simple melodies and marches; and before entering upon the work of the senior year, ability to play in good rhythm the movement music of the Kindergarten and to accompany the songs used in the work.

III. Admission is granted to candidates who are able to show by acceptable credentials from private secondary schools or high schools of other states, qualifications fully equivalent to those required by I.

IV. Holders of California teachers' certificates of the grammar grade or of certificates of first grade from other states, who have taught with ability and success for two or more years, will be admitted to regular courses. Such students will, before graduation, be required to make good any deficiencies in their preliminary training whose existence their work in this school may reveal.

V. Any teachers of experience, not candidates for graduation, who give evidence of their preparation to enter regular classes will be admitted to the school as visiting teachers for the purpose of doing special work. Their choice of subjects in all cases will be made with the approval of the Committee on Visiting Teachers.

VI. Credits obtained in the State normal schools of California or other states are honored for the work represented by them.

VII. Credits offered by undergraduates of colleges and universities of good standing are accepted so far as they cover, or are deemed fair equivalents of, the work of the regular course of study.

VIII. Students who are unable to bring credits from other schools, but who satisfy the President that they have successfully pursued subjects included in their course under approved conditions and for sufficient time, will be given proper admission or advanced standing on sustaining satisfactory examination in such subjects.

IX. Students who have received the bachelor's degree from a college requiring not less than eight years of high school and college training will be admitted to special courses, covering two terms, devoted mainly to pedagogical study and practice teaching. Satisfactory completion of this work will entitle students to a diploma of graduation from the General Professional Course.

X. In general, the Training Department of the School furnishes opportunity of teaching to candidates for graduation only. Until otherwise provided, however, facilities will be afforded by the school for the practical teaching prescribed by the State Board of Education, as a prerequisite for the State high school certificate as set forth in Circular 4 of the Superintendent of Public Instruction.

XI. A student who has reached eighteen years of age and has been in attendance not less than one school year (except as noted in IX

above) is entitled to a diploma when, according to the regulations of the school, he presents 120 units of credit, exclusive of Music IV, in either course. (A unit of credit represents one recitation per week for thirteen weeks.)

General Information Relative to Admission and Classification

1. Conditions in matriculation subjects may be removed by examination only after work done under instruction approved by the President.

2. The standing of all students shall be probationary for the first term.

3. On graduation, students will not be recommended for advanced standing in institutions to which their entrance credentials would not have secured their admission.

4. To insure freedom from entrance conditions, students who expect to enter the normal school should, in their high school courses, pursue the subjects named in 1 (b) of Scholastic Requirements for Admission. They are advised, also, though not required, to include in their preparatory work two sciences, one physical (physics, chemistry, or physical geography), and one biological (botany, zoology, or physiology), and English history.

5. The number of terms indicated as necessary to complete the courses of study of the school is that required, *if the student has been admitted without condition and neither falls behind nor gains time in his course.* For various reasons some students require more than schedule time to meet satisfactorily all requirements. Unless admitted with some advanced credits, it is seldom possible for students to complete the course in less than the prescribed time.

6. In no case can advanced standing be obtained upon credits received in four-year high school courses. Subject to the regulations concerning substitutions, however, students may substitute certain high school credits for prescribed normal school work and elect other subjects in its place.

7. Students are admitted to the General Professional Course, for either full or partial work, at the opening of any term, without disadvantage in classification. But since the course of study is regularly completed in two years, and the demand for teachers is greatest in September, *it is better to enter for the full course at the opening of the first (fall) term* if employment in the public schools immediately after graduation is desired. The Kindergarten Training Course is open to new students, offering no advanced credits, at the opening of the first term only.

8. On account of the very great importance in teaching, of clear and correct expression, both oral and written, students who are not able to meet reasonable expectations in this respect will be assigned to special classes in English composition for the purpose of removing the deficiency.

9. Note should be taken of the days fixed by the calendar for examinations for admission, for advanced standing, and for the removal of conditions. At the opening of the fall term, new students should report

promptly on the first of the two days assigned by the calendar for registration; others on the second day. After the opening week no student will be registered whose delay is not occasioned by reasons approved by the President. In case, therefore, any student is prevented by illness or other emergency from appearing on the opening day, he should, in every case, write the President, giving the cause of detention and mentioning the day of his expected arrival.

10. Blanks to be used by applicants for admission will be furnished upon application to the President.

COURSES OF STUDY

I. GENERAL PROFESSIONAL COURSE.

FIRST YEAR

First term—Junior C

English I: Literature and Composition	3
Physiology	5
Geography I: Physical.....	4
Art I*	3
and Manual Training I.....	2
or	
Sewing or Cookery†.....	5
Music I	2
Physical Training	1

Second term—Junior B

English II: Literature and Composition	2
Psychology I: General.....	5
Nature Study I: Agricultural	4
Geography II: General.....	3
Manual Training II, IIa or Art I	3
Music II	2
Physical Training II.....	2

Third term—Junior A

English III: Grammar.....	5
Nature Study II: Biological..	4
Observation I	1
Reading I	5
Art II	3
Physical Training III.....	2

SECOND YEAR

Fourth term—Senior C

History I: Industrial History of the United States.....	5
Physical Training IV.....	2
Music III	2
Observation II	1
Child Study	5
Teaching I	5

Fifth term—Senior B

Arithmetic I	5
English IV: Literature.....	4
Physical Training V.....	2
Pedagogy	3
Observation III	1
Teaching II	5

Sixth term—Senior A

Music IV	1
History of Education.....	5
School Economy	2
School Law	1
Seminar in Teaching.....	1
Teaching III	10

Spelling and additional English will be required if work shows deficiency. See page 29.

Each of the subjects named above, except sewing, is offered each term; but for various reasons it sometimes becomes necessary for one or more groups of students to follow an order different from that given.

* Art I is postponed until the second term by students taking cookery or sewing the first term.

† Sewing is given in the spring term only. Exchanges in subjects are made to accommodate students entering in the fall or winter who desire to take sewing.

II. KINDERGARTEN TRAINING COURSE

FIRST YEAR

First term—Junior C

English I: Literature and Composition	3
Physiology	5
Reading I	5
Music <i>Ik</i>	2*
Theory I	1*
Games and Hygiene I.....	1*
Hand Work I.....	3*

Second term—Junior B

English II: Literature and Composition	2
English <i>IIk</i> : Literature for Children	1*
Psychology I: General.....	5
Nature Study <i>Ik</i> : Agricultural	2*
Art I	3
Music <i>IIk</i>	2*
Theory II	1*
Games and Hygiene II.....	1*
Observation	4*

Third term—Junior A

Child Study	5
Nature Study II: Biological..	4
Art II	3
Music <i>IIIk</i>	3*
Theory III	1*
Games and Hygiene III.....	1*
Hand Work II.....	3*

SECOND YEAR

Fourth term—Senior C

Pedagogy	3
Music <i>Vk</i>	1*
Theory IV	2*
Games and Hygiene IV.....	2*
Hand Work III.....	1*
Seminar <i>Ik</i>	1*
Teaching <i>Ik</i>	10*

Fifth term—Senior B

History of Education.....	5
Theory V	2*
English <i>IVk</i>	2*
Seminar <i>IIk</i>	1*
Teaching <i>IIk</i>	10*

Sixth term—Senior A

Primary Education	4
School Law	1
Music IV	1
Theory VI	1*
Games and Hygiene V.....	1*
Hand Work IV.....	1*
Seminar <i>IIIk</i>	1*
Teaching <i>IIIk</i>	10*

* These subjects are offered in only one term each year, the course being arranged for the convenience of students entering in the fall.

Spelling and additional English will be required if work shows deficiency. See page 29.

SYSTEM OF ELECTIVES AND SUBSTITUTIONS

In the following statements are set forth the subjects which may be pursued as electives under regulations governing election and substitution. In general, students are advised to pursue the course as outlined. Substitutions should be limited to cases in which they will serve to accomplish some definite purpose in the preparation for teaching. No classes in elective subjects will be formed unless the number desiring them warrants. All programs involving substitute work are to be approved by the President.

List of Electives

1. Subjects of the Kindergarten Training Course not included in the General Professional Course. Each of these subjects is offered only once each year. For assignment to terms consult the schedule of courses of study.
2. Biology: One term, five recitations per week, offered every term.
3. Physiography: Five recitations per week, winter term.
4. Economic Geography: Five recitations per week, spring term.
5. History II: Method, two recitations per week, winter term.
6. History III: English, five recitations per week, spring term.
7. English V: Method in Literature, two recitations per week, winter term.
8. English VI: Shakespeare, three recitations per week, spring term.
9. English VII: Advanced Composition, three recitations per week, winter term.
10. Reading II: Advanced, three recitations per week, winter term.
11. Arithmetic II: Method, two recitations per week, spring term.
12. Manual Training, I, II, IIa, and III, given every term; IIIa, IIIb, IV, IVa, and IVb when desired by a sufficient number of students.
13. Cookery, every term; Sewing, spring term.

REGULATIONS CONCERNING SUBSTITUTIONS

1. Students accredited in Physiology may substitute Biology.
2. Students accredited in Physiology and either Botany or Zoology may substitute freely for Physiology.
3. Students accredited in Physical Geography may substitute for Geography I, Physiography, or Economic Geography.
4. Students accredited in three units of high school English, including one half year of English Grammar, may substitute freely for English III; those accredited in four units of high school English may substitute for English IV, provided the substitution includes English V; and if their course has included one half year of English Grammar, they may substitute for English III also.

5. Students accredited in three units of high school history, including one year of U. S. History and Government, may substitute for History I, provided the substitution includes History II.

6. Students accredited in three units of high school mathematics may substitute for Arithmetic I, provided the substitution includes Arithmetic II.

7. Any student who is devoting two years to the General Professional Course and who desires to give special attention to Manual Training and Domestic Science will be aided in this desire as far as practicable.

8. Students whose high school course has included Reading for a period equivalent to two years, two recitations per week, may substitute for Reading I, provided the substitution includes Reading II.

9. Students whose high school course has included Art for a period of two years, two recitations per week, may substitute for Art I or II. In each case the Art instructor is to determine which course will be required.

10. Students whose high school course has included Music for a period equivalent to two years, two recitations per week, may substitute, on approval of instructor in Music, for all music except III and IV.

11. Students who have taught for two or more years may substitute School Hygiene for School Economy.

12. The aggregate number of hours in the various substituted subjects must not be less than the aggregate number of hours assigned to the subjects for which substitutions are made.

13. In order that a student may obtain an elective to which he is entitled he may delay the pursuit of a subject or take a subject in advance of his group, provided he has the prerequisites for the pursuit of this advanced subject.

EXPLANATION OF COURSES OF STUDY

COURSE I—GENERAL PROFESSIONAL COURSE

PSYCHOLOGY AND EDUCATION

The center of the distinctively professional training is experience in teaching. Subsidiary to this is the study of educational principles, psychological, historical, sociological, and ethical. Instruction is given in psychology, child study, pedagogy, school hygiene, school management, school law, and history of education. The required course in psychology is pursued in the second term of the first year. The courses in biology and physiology, which precede the psychology, place special emphasis upon the development and function of the nervous system. They furnish students a basis for the appreciation of the biological standpoint of the psychology. An elective course in advanced psychology is offered in the spring term. Psychology is followed, in the first term of the senior year by child study, and in the second term by pedagogy, both courses carried on simultaneously with teaching. In the senior year, systematic instruction is given in school management, school law, and history of education. Required and elective courses in the methods of various subjects, and a course in primary education are offered. Attention is given to school hygiene in connection with psychology, child study, and school management. There is also an elective course in school hygiene. Students teach in the Training School for one period or more a day throughout the senior year. Closely correlated with this teaching are observations in the Training School, seminars, and conferences.

Following is a summary of the work in each of the professional subjects:

Psychology I: Educational Psychology

Prerequisite: The Normal School course in physiology, or its equivalent.

The course aims to give a knowledge of the fundamental facts of consciousness. The interdependence of body and mind, and the effects of environment upon mental development, are emphasized. The limits and meaning of education are treated from the biological and genetic point of view.

Five hours per week for one term.

Psychology II: Advanced Psychology

Prerequisite: Psychology I, or its equivalent. Elective under the regulations governing elections.

The problems of modern psychology which are most important for educational theory are studied concretely. Much attention is given to the results of experimental pedagogy, particularly to those dealing with the special school subjects, the acquisition of motor skill, and the economy of learning. The psychological aspects of temperament, character, and conduct are also considered.

Four hours per week, spring term.

Child Study

This study is contemporary with the first practice teaching, when the students feel keenly the need of a knowledge of children.

The work consists of recitations, occasional lectures, reviews of literature by students, and reports of individual observations they have made. The aim of the course is to acquaint students with the most important established facts and principles of mental and physical growth; to enable them to recognize types and individual differences among children; to teach them to notice, interpret, and deal properly with defects; and above all, to cultivate in them an intelligent sympathy with children. Emphasis is laid upon those phases of the subject which are most closely concerned with actual schoolroom work.

Five hours per week for one term.

Pedagogy

The course consists of lectures, assigned readings, and recitations on a text. The following are the chief topics considered: the aim of education, instincts, apperception, interest, attention, memory, association, habit, moral behavior, motor education, play, and formal discipline. The relative amount of emphasis on these subjects varies from term to term. The work is based for the most part on the established facts of Educational Psychology and Child Study, attention being directed primarily to their practical bearing upon the work of the teacher.

Three hours per week for one term.

School Hygiene

An elective course open to all students, subject to the regulations concerning electives. The work consists of lectures and assigned readings, the following being among the chief topics:

- I. Mental Hygiene, including the physical basis of fatigue, tests and signs of fatigue, proper alterations of work and rest, home study, sleep, nervousness, and neurasthenia.
- II. The hygiene of the learning process in reading, spelling, writing, drawing, and other subjects.

III. Health inspection and children's defects, with special attention to defects of eye, ear, and throat.

IV. The health of the teacher.

V. The care of the school building.

Two hours per week for one term.

History of Education

A brief survey of the history of education as the history of the conscious development of mankind. It comprehends a general study of the principal educational movements of the world-process, with a somewhat intensive consideration of the more important tendencies of modern education, as the psychological, scientific, social, and ethical.

The aim of the course is to enable the students to form a conception, in the light of history, of the meaning, function, nature, process, and means of education, and thereby to win a more complete mastery of the conditions and problems of the present world of educational theory and practice. The work will also aid in the organization of the students' experience and studies in the other courses of the school; will connect in a more vital and concrete fashion the practice of the Training School and the theory of the Normal Department. Monroe's Brief Course in the History of Education is the principal text.

Five hours a week for one term.

School Economy and School Law

The course in school economy is a brief study of the administrative aspects of the teacher's work in the light of psychological, social, and ethical knowledge. It studies the school as the chief instrument by means of which public education is to be promoted. It endeavors to discover certain guiding principles in obedience to which the necessary mechanism of the school may yield its largest educational value. It points out and emphasizes the qualifications, professional and personal, necessary to insure the successful administration of his office by the teacher. It inquires into the relations of the teacher to school officials, to parents, to the public generally, and discusses the social and ethical phases of the teacher's work and influence.

More specifically, the course treats of the ordinary details of school management—government and discipline; study, the recitation, recesses and recreations; tests and examinations; programs, courses of study, classification, gradation, promotions, incentives and moral training. The bearing of all these matters upon health is pointed out as the course proceeds. In addition, by means of lectures and demonstrations, the course deals briefly with such topics as the school building, grounds, furniture, and apparatus; heating, lighting, and ventilation; hygiene of school life, occupations, and studies; diseases caused or aggravated by school conditions.

The study of these subjects involves recitations, conferences, reports on library readings, and lectures dealing with certain aspects of them not ordinarily treated in available books.

In the thirteen periods devoted to school law, practice in the keeping of a school register in a legal way is given each student. Attention is also centered on (1) the provisions of the State Constitution concerning education, and (2) the closely related portions of the Political Code. Emphasis is laid on the legal duties of superintendents, boards of education, school trustees, and teachers, and on the maintenance of our common schools.

Observation, Teaching, Seminar in Teaching, and Conferences

During the term preceding practice teaching, the schoolroom situation is analyzed to emphasize the idea of the teacher as an arranger of conditions so that his pupils may enlarge and enrich experiences and be socially efficient individuals. Occasional observation lessons are given to pupils of the Training School by the training teachers. These lessons are reported by students the next week and are used to illustrate topics that have been discussed. Toward the close of the term, emphasis is laid on the necessity to plan well for teaching, and special reference is made to essentials in plans and to particular requirements in the Training School. More frequent observation lessons and a more extended consideration of principles of teaching occur during the next two terms. In the Senior A Seminar are discussed modern schoolroom problems.

Practice in teaching is usually afforded in a primary, an intermediate, and a grammar grade, under constant constructive criticism of the training teachers, and in some subjects under supervision of special teachers in the Normal School Faculty. Conferences between special teachers and student-teachers of special subjects are arranged for, as the need and the opportunity appear. Student-teachers are trained to become self-critical, and are intrusted with Training School classes in order to prepare them for teaching by practice under actual schoolroom conditions.

Observation and Seminar: One period, last four terms.

Teaching I and II: Five periods, first two terms of Senior year. These must be accompanied by Observations II and III, respectively.

Teaching III: Ten periods, last term. It must be accompanied by Seminar.

Teaching IV: See Electives.

Primary Education

An elective course, the purpose of which is to acquaint the student with the nature and needs of the children of the primary grades. Problems of adjustment between the child and the daily program will be discussed and definite methods of teaching specific subjects formulated. An effort will be made to follow the children in their periods of develop-

ment through the various primary grades, and to set definite tests by which their physical, intellectual, and spiritual growth may be measured.

Prerequisite: Senior standing.

Four hours per week for one term.

ENGLISH

English I and II: Literature and Composition

The purpose of this work is to help students acquire good habits of spoken and written language, and to acquaint them with some of the principles of language teaching. Rhetoric is studied not as a science but as the art of adapting discourse to subject, reader, occasion, and purpose. Principles are sought rather than rules; form is viewed as determined by clear thinking and genuine feeling about subject-matter. The students are encouraged to avoid bookishness as well as vulgarisms, to seek individuality, naturalness, and energy of expression, and to cultivate a habit of self-criticism. Attention is given to oral composition, to the correction and marking of papers, and to questions of method. Daily exercises in writing are provided for; the analyzing and outlining of subjects, and the preparation of themes in the leading literary forms are required throughout the course.

As illustrations of principles rather than as "models," a number of prose masterpieces are read and studied in connection with the practice in composition. It is found that such study gives impetus to the written work, and through the cultivation of right literary judgment is a helpful means to effective self-expression.

This work is required of all students except those who enter with advance credits covering it.

Three hours per week for one term and two hours per week for a second term.

English III: Grammar

The course in English grammar consists of a comprehensive review with direct reference to the teaching of language and grammar in elementary schools. The students are led to observe the facts of language for themselves; to distinguish between the essential and non-essential; and to see in their own experience the value of clear explanation, apt illustration, and exact statement. While the course comprises such study of grammatical forms as is essential, it is based on the idea that grammar is concrete logic; that the study of the sentence and the parts of speech, especially in a language almost without inflections, should be logical rather than formal. Consequently much attention is given to such methods of sentence analysis as show that the classes of words are determined by the nature of ideas; that the elements of the sentence correspond to the elements of the thought; and that the puzzling variety of

word, phrase, and clause relations arises from the variety and complexity of thought itself. This method of approach renders the review a new view, and not only prepares the student to teach with intelligence and interest a subject frequently regarded as dry and unfruitful, but enables him to base the language work of the lower grades on a sound grammatical foundation.

Five hours per week for one term.

English IV: Literature

Prescribed for all students pursuing the General Professional Course. A portion of the time is given to the discussion of literature for the common schools. The aim of the study is to give the students a realization of the power of literature in the hands of an intelligent teacher, and definite principles by which this power may be directed toward satisfying the needs of the child.

The remainder of the term is devoted to two lines of work: (1) In the recitation hour the class read some poem of acknowledged merit, illustrative of the age in which it was written or of the character of its author; as, for example, Wordsworth's *Prelude* or Tennyson's *Idylls of the King*. (2) The students select for private reading such materials from a suggested list as will supplement their knowledge of English masterpieces. The aim of the course is to widen the student's horizon, to give him a deeper acquaintance with some of our noblest literature, and to equip him with a livelier and more vital appreciation of good reading.

Four hours per week for one term.

English V: Methods in English

This course is required of all students not taking English IV. It comprises a practical study of the principles of teaching language and literature in the elementary school, and an examination of the literature best suited to the needs of pupils below the high school grades.

Two hours per week for one term.

English VI: Shakespeare

This is an elective course open to students whose preparation in English entitles them to substitute for English IV, or who show special fitness for the work. The course includes a study of the technique of the drama, and a careful reading of a number of selected plays.

Three hours per week for one term.

English VII: Advanced Composition

This is an elective course open to all students who desire an opportunity to cultivate their powers of original, creative writing under conditions of close, helpful criticism. The number admitted to the class will

be limited, precedence being given to those whose work in English I and II has been of exceptional merit, or who otherwise give evidence of their ability to derive special benefit from the course.

Three hours per week for one term.

Spelling and Expression

If a student is reported as deficient in either or both of these subjects by two or more instructors for the same term, or by any instructor for two successive terms, such student will be required to remove the deficiency by special work under the direction of the Department of English.

HISTORY

History I: Industrial History of the United States

This is a review course designed to prepare the student for meeting the problems of history teaching in the public schools. Attention is given to the European background of American history, the development of English constitutional ideas that have affected our own institutions, and to the local history of California. For the purpose of making American history more vital to the grammar grade children, especial study is made of the industrial development of the nation and the economic, political, and social questions of our own time. Throughout the course the student's attention is called to the supplementary reading suitable for use in the grades. The pedagogy of history and civics receives constant consideration with discussion of methods based upon observation and teaching in the Training School.

Five hours per week for one term.

History II: Methods in History

Knowledge of the subject-matter of history, which is all that can be gained in the high school, is not sufficient to prepare the student for meeting the problems of the schoolroom. A history method course is, therefore, thought necessary for those who having had three years of history in the high school are privileged to substitute for History I.

In this class the course of study in history and civics in the intermediate and grammar grades is reviewed, with constant observation and discussion of the work as it is actually carried on in the Training School. Methods are presented both through lectures and model lessons, and close correlation is made between the actual practice of teaching and the pedagogy of the subject. Especial attention is given to the teaching of history and civics in the seventh and eighth grades, that these subjects may gain in interest and may more vitally answer the needs of our boys and girls as they go from the schoolroom into life.

Two hours per week for one term.

History III: History of California

This is an elective course open to all students. So far as possible, source material will be used. The class-room work will consist largely of individual reports on the specific topics chosen for extended investigation. Such topics might be: The maintenance of the early missions; the development of the raisin industry; the Indian reservations; sheepherding as it was; the making of a state constitution; etc., etc. The aim of the course is mainly to afford the students an opportunity for original investigation, however limited the field. Incidentally, it is to be hoped, there will be some pleasure and not a little general information as by-products.

Three hours per week for one term.

READING

Reading I: General Course

The aim of the course in reading is twofold: to help the student to an appreciation of good literature, and to develop ability to express thought through correct use of the voice. Constant effort is made to develop a fair quality of voice and to establish a natural manner in speaking and reading. Attention is given to the expressional development of each member of the class before the regular work in methods begins. The principles employed in teaching the selections made for study are such as can be adapted to all grades of public school work. Among the special topics considered are (*a*) the choice of material to be used in grade work, (*b*) the art of story-telling, (*c*) dramatization and responsive work in gesture, (*d*) conduct of classes, (*e*) the use and place of phonics. For the benefit of students engaged in their first term of practice teaching frequent conferences are held and criticisms given in connection with the teaching of reading.

Five hours per week for one term.

Reading II: Advanced

The course, which is elective, continues the work of the preceding course, but represents higher standards of preparation and attainment. It includes, also, practice in extemporaneous speaking and in the dramatization of Shakespearean scenes.

Three hours per week for one term.

GEOGRAPHY

The life of man is profoundly influenced by his environment. The distribution of temperature and moisture determines, in large measure, the character of his food, clothing, shelter, occupations, and mental development. The topography and the natural resources of the land influence the location of cities, the lines of transportation, and industrial and social conditions. Man reacts upon his environment, partially overcoming it and adapting it to his needs. Through these innumerable and long-continued responses much of human progress has come.

Vital mutual relations between the earth and its life must always exist. The study of these relations, with particular reference to human life, is geography. The special purpose of the geography undertaken in the Normal School is to enable the student to work out these relations, to grasp geographic principles and apply them in his own immediate vicinity and in other areas, and to prepare him to teach the subject in the public schools of the State.

Geography I: Physical

This course is for students not holding entrance recommendations in physical geography. About one half of the time is devoted to laboratory and field work. Much attention is given to the use of topographic maps and models.

Four hours per week for one term.

Geography II: General

This course is open to students who have completed Geography I or hold entrance recommendations in physical geography. It consists of an intensive study of a continent in the light of the application of the principles of physical geography. The influence of geology, topography, soil and climate upon industrial and social development is carefully worked out.

Three hours per week for one term.

Geography III: (a) Advanced Physiography, or (b) Economic Geography

Either of these courses may be elected by students who are accredited in physical geography.

(a) This course includes a thorough study of physiographic processes and their resulting land forms, together with the intimate relations between these and human activities. Laboratory and field work receive much attention. Field trips are made to points within easy reach of Los Angeles, and the forms and forces there represented studied. Those who may desire to teach geography in secondary schools will find this course especially helpful.

Five hours per week for one term.

(b) In this course a study is made of the conditions influencing industry and commerce, as well as of the distribution, production, and handling of important commodities. Some attention is given to the development of the great centers of industry and commerce.

Five hours per week for one term.

BIOLOGY

The work in this department includes various studies of animal and plant life selected with special reference to their value to prospective teachers. For them a general perspective of life and living processes, some training in scientific methods of study, and a knowledge of the elements of physiology and of the common forms of animal and plant life are considered more practical than an intensive and detailed study of any one branch of biology.

The laboratories are well equipped and arranged to carry out the work undertaken. In addition to the usual equipment of a well-appointed laboratory, consisting of microscopes, dissecting instruments, models, reagents, microtome, projecting apparatus, etc., there is a fairly complete series of slides, in sets, illustrating the most important points of minute structure of plants and animals; also a museum containing good collections of botanical, zoological, paleontological, and geological specimens. Working collections of typical local plants and animals selected with special reference to their life histories and adaptations are constantly growing.

The library is well supplied with the best reference books on all phases of the subject. Many of the standard works are duplicated with from two to fifteen copies.

The general aims of the course are as follows:

- (a) Employment of scientific methods of observation and expression.
- (b) Contribution to general culture of students by giving them an outline of subject-matter which shall form a basis for further study of nature. The following aspects receive attention: the form and structure of living organisms; their physiology and ecology; their development and relationship; their economic relations to man.
- (c) Practical foundation for intelligent direction of nature studies in the grades.

General Biology

May be elected by students who have had elementary physiology. In accordance with the general aims already stated, it is intended to give the student as broad a view of the subject as possible. The principles common to all forms of life, especially fundamental physiological processes, evidences and factors of evolution, introductory facts of embryology, etc., are emphasized.

Five hours per week for one term.

Nature Study I: Agricultural Aspect

The object of this course is to give students a broad, sympathetic outlook upon this most fundamental occupation, and to prepare them for teaching its essentials in a practical way. So far as possible the work in class is of a practical nature. Each student is assigned a plot in the school garden, and in this are planted and cared for various vegetables and flowers. These plots serve as out-of-door laboratories in which are worked out, in practice and observation, the many problems connected with the successful growing of plants.

In the lath house and greenhouse, practical instruction is given in seed sowing in "flats," potting plants, and general plant propagation work.

Trips along well-planted streets, past home grounds tastefully ornamented, and to the parks, furnish the data from which are made plans for suggested ornamentation of home, school, or park grounds.

A text-book serves as a basis for the work of the course, and recitations are supplemented by assigned readings, special reports, etc.

Four hours per week for one term.

Nature Study II: Biological Phase

This course includes presentation of the pedagogical, or child-study, basis for the subject, review of the great facts of animal and plant life which must be kept in mind in teaching, and a discussion of the course in actual operation in the Training School.

In the Training School nature study runs through the first seven years, making the child familiar with most of the common animals and plants found in this locality.

Practical results are aimed at throughout. A complete study of the school environment is undertaken. The practical character of the work may be seen from the subjoined partial list of subject-matter: making, stocking, and caring for aquaria; life-histories and care of such animals as toads and salamanders; life-histories of common insects, particularly the harmful ones, which are studied alive in vivaria; preparation of birds-lists and collection of data as to their feeding and nesting habits, etc.; field excursions to points of interest about Los Angeles; reviews of the most important literature on nature study.

Four hours per week for one term.

PHYSIOLOGY AND HYGIENE

This subject is required of all students who do not bring entrance credits in it. To give the students of the Normal School adequate training for the proper teaching of physiology in the grades, the subject is made as definite, systematic, and concrete as possible. The care of the body and the wider application of the laws of hygiene are the main end; but, for a solid foundation, a good knowledge of anatomy and physiology as such is essential. The course deals not only with personal hygiene,

but with the care of the schoolroom and the home, with some of the great questions of public health, and with methods of teaching. Emphasis is placed upon the importance of proper exercise, bathing and clothing, care of the teeth, eyes and voice; what to do in emergencies, effects of stimulants and narcotics, and the necessity of temperance in all things. Without scientific knowledge along these lines a teacher cannot arouse the interest of pupils and help them to form those habits of proper living which will insure their future usefulness.

The dissections and demonstrations exhibit gross and histologic structure of several tissues; blood clot, blood corpuscles, and blood current in capillaries; the anatomy of the heart, lungs, and trachea of a large mammal; the articulation of the bones; gross and histologic structure of bone; mechanical models of heart, lungs, ribs, and diaphragm; muscular reflexes; lenses illustrating physics of the eye. Members of the class have access to a laboratory, and to a large number of Azoux models.

The teaching of this subjects in the grades finds its illustration in the various classes of the Training School. Preparation of material for such instruction, the making of lesson outlines, observation and discussion of class work, and the teaching of the subject as opportunity permits are required at appropriate times in connection with and following the course.

Five hours per week for one term.

MATHEMATICS

Arithmetic I

The Normal School gives sufficient training in arithmetic—review, reorganization, and revivification of subject-matter—and sufficient knowledge of the psychology of number and method of presentation to fit its graduates to teach arithmetic intelligently and effectively in the public schools.

The fact that mathematics is a unit, that there are branches growing out of the main trunk, but that they are not distinct, is emphasized. Algebraic, geometric, and arithmetic solutions of problems are given side by side. Each new topic introduced is traced to its source; its relation to, and natural development from, the old are shown. Some of the topics are studied exhaustively, as ratio; some are considered but slightly, as compound quantities; some are ignored, as averages and exchange.

Problems fresh in material and phraseology are chosen for the purpose of presenting new aspects of old subjects, and of placing known principles in different perspective. Many of these review problems are formulated in the class room and are intended to embody the quantitative side of the work and the play of the world; they are made as much as possible the vehicle of useful information regarding science, business, and public works.

The growth of arithmetic as a subject of school instruction is traced historically, and some knowledge of the great teachers of arithmetic, their methods and their influence, is given.

Five hours per week for one term.

Arithmetic II: Method

As a requirement for those students who do not take Arithmetic I, and as an elective for all students, a short course in "Special Method in Arithmetic" is provided.

The course aims to give, by lectures, discussions, and reports on work done in the Training School, the pedagogy of the subject and to indicate certain fresh and successful ways of presenting the different units of instruction. The psychological principles upon which all rational methods must be based are formulated, and the students are encouraged to test by these the empiricism of the text-books which they may be called upon to use.

Two hours per week, spring term.

MUSIC

The work in music done in the Training School and that done in the Normal course are so closely identified that constant reference to the procedure in the Training School is necessary for an understanding of the spirit and method of the instruction given to the students.

In a belief that music, to be an element of real value in the elementary school, must be dealt with more and more from the *music* or art side, this department aims to give the students from the beginning *song life*—as expressed in tone exercises, rhythms, or song stories.

The paramount aim in handling children's voices is to keep interest alive, and, through this aliveness, to preserve the unconscious light tone that belongs to the natural child. Care of the children's voices must result in care of the teacher's voice; the use of the voice in frequent example for the children making it more tuneful, rhythmic, and sympathetic.

Though the science side of music is not necessarily neglected, it is maintained that this is not the essential in any special grade. The grade that is ready to do formal sight reading is any grade where the tone is light, true, and musical, where the interpretative instinct of the children has been aroused, and where the teacher is strong enough to keep these voice and heart qualities in the study of staff notation.

Each new difficulty—time, tune, chromatic, major or minor—is presented to the children through ear, voice, and eye; first the teacher sings to some syllable (e. g., *loo* or *la*), the new idea, the children listening and then telling how it sounds; second, the children sing the exercise; third, the children see the representation on chart or blackboard.

This plan demands of the student-teacher attention to tone quality,

pitch, tone relationship, rhythm and mood of song or exercise. Not least of its merits, it insures the discipline of *good listening*, listening that encourages, while it detects the points of criticism, positive or negative.

Though the carrying out of this purpose calls for more musical strength than the average student gains in the short course now planned, we feel confident that the work is set in the right direction and that growth must come.

The daily twenty-minute chorus practice gives to the students an opportunity for growth in musical life. There is for them a brief daily association with good music handled as broadly as the conditions permit.

The classroom work presents the following phases:

1. Simple vocal exercises, which the student in turn may use to lighten and soften the children's voices.

2. Songs and sight-reading exercises embodying quality of tone, rhythm, tone relationship, phrasing and mood of song.

3. Presentation, by students, of rote songs for class criticism based upon:

- (a) Value of the song—melodic, rhythmic, ethical.

- (b) Teacher's conception of the song, and attitude toward the class.

- (c) Interpretation—tone quality, rhythm, enunciation, spirit of song.

- (d) Results from class.

4. Preparation of outline of grade work from first to eighth, with classified selection of good songs; presentation of work of any grade for class criticism.

5. Criticism based upon observations in Training School.

6. Study of composers, musical form, and folk music for use in Training School.

First Year. Voice training: exercises in breathing, tone placing, and articulation. Ear training: exercises in interval and rhythm. Sight reading.

Second Year. Voice and ear training. Development of chromatic and minor scales. Sight reading. Presentation of rote songs. Study of composers and musical form. Methods. Criticism of Training School work. Use of baton.

The scheme of music study indicated above covers four terms of work, as follows:

Music I: Theory and sight reading

Two hours per week for one term.

Music II: Sight reading and song presentation

Two hours per week for one term.

Music III: Song presentation method

Two hours per week for one term.

Music IV: Study of Composers, program work

One hour per week for one term.

ART

The great purpose of art teaching is the training of appreciation. The method of study is to work from within out; to begin with creative work.

The course in the Normal School is based on the study of art principles—as proportion, rhythm, and subordination. The elements of art, line, dark and light, and color are studied separately at first and then in combination. The inspiration and stimulus of fine examples, studied for a definite purpose, strengthen the work of the student and awaken an appreciative interest in the history of art.

Drawing and painting from nature and objects is a necessary part of the course. The desire to express beauty of line, mass, and color in nature and objects, and the need of these forms for use as material for creative work, furnish motives to the student to master the difficulties of object drawing.

Illustrative talks will be given at intervals throughout the course. The theory and practice of art teaching concern the student during the latter part of the course. Instruction in the preparation of lessons, methods of presentation, and criticism of results, make direct connection with the work of the Training School.

Art I

Illustrated talks on art appreciation and history. Study of great art principles—proportion, rhythm, and subordination through simple exercises in line, dark and light, and color. Drawing and painting from nature and objects.

Three hours per week for one term.

Art II

Art appreciation and history. Principles and elements of art. Landscape composition; drawing and painting from nature and objects; methods of teaching art.

Three hours per week for one term.

Art III

Elective. Advanced work—continuation of Art II.

Four hours per week for one term.

MANUAL TRAINING

The work in manual training is planned with special reference to the needs of the grade teacher.

The aim of the work of this department is to give to students an actual working knowledge of the tools, materials, and tool exercises commonly used in the grades; to acquaint them with the methods used in teaching the different lines of work; and to develop and stimulate in them an interest in hand work.

Demonstrations of tool exercises and talks to outline the work are given by the instructor. Class instruction is supplemented by individual instruction. Students may make models that are of special interest to them, provided that such models embody the necessary tool exercises and can be completed in a reasonable length of time.

Course I (2 credits)

Paper weaving, paper folding, cardboard construction, drawing and lettering.

Three hours per week for one term.

Course II (3 credits)

Beginning bench work, drawing and blue printing.

Three hours, with two of practice, per week for one term.

Course IIa (3 credits)

Work in raffia, reeds, splints, matting, clay, yarn, and cord.

Three hours, with two of practice, per week for one term.

Course III (5 credits)

Bench work, continuation of Course II.

Five hours per week for one term.

Course IIIa (5 credits)

Mechanical drawing (beginning class).

Five hours per week for one term.

Course IIIb (5 credits)

Sheet metal work in copper and brass.

Five hours per week for one term.

Course IV (5 credits)

Bench work, continuation of Course III.

Five hours per week for one term.

Course IVa (5 credits)

Mechanical drawing, continuation of Course IIIa.

Hours to be arranged with instructor.

Course IVb (5 credits)

Sheet metal work, continuation of Course IIIb.

Five hours per week for one term.

Special Course

In addition to the regular courses offered by the department a small number of students will be received for special work intended to give preparation for teaching elementary manual training. The qualifications necessary for admission to this course are the same as those for admission to the regular courses of the school and, in addition, at least one year of Normal School work or its equivalent, or a successful teaching experience and some acquired proficiency in the use of tools. The course will, at the outset, include three terms of work, on the satisfactory completion of which a recommendation to teach elementary manual training will be given.

DOMESTIC SCIENCE AND ART

A knowledge of the preparation of food and of the adaptability of textiles to the needs of the human race is of fundamental importance to all. Instruction and training along these lines is being rapidly introduced into our public schools. The purpose of this department in the Normal School is to give to the teachers who complete the course the essentials necessary to meet these additional requirements.

In the course in cookery, theory and practice are carried along in parallel lines, the aim being to make the knowledge gained broader than that given by the mere preparation of dishes from receipts. The food principles, their value in the economy of the body, and the chemistry of food and of cooking are considered. The student is led to see why certain methods of cooking, under certain conditions, are better than others. The practice of economy in the preparation of food is emphasized.

In the course in sewing, practical rather than ornamental phases of the work are emphasized. The simple stitches, when mastered, are elaborated into the seams and combinations used in garment making.

Cookery

The kitchen, its arrangement and care; the selection, use, and care of utensils; stoves, ranges, fuels.

Methods of cooking: Boiling, stewing, roasting, etc.

Food principles: Composition and nutritive value of foods.

Starch: Composition, digestion, and value; cooking of starchy foods: Cereals, cornstarch, starchy vegetables.

Vegetables: Kinds, selection, food value, sauces.

Proteid foods: Cooking of eggs, egg combinations, etc.

Batters and doughs: Flours, leavening agents, oils, fats.

Meats: Relative and comparative value; gelatine dishes; inexpensive cuts; left-overs.

Salads, sandwiches, school lunches.

Desserts.

Invalid cookery: liquid, semi-solid and solid foods.

Instruction by demonstration, lectures, individual and group practice.
Five hours per week for one term.

Sewing

A course of hand sewing, including the following stitches: even and uneven basting, running, overcasting, back and half-back stitch, hemming, overhanding, weaving, darning, buttonhole stitch, etc.

As the stitches are learned they are applied to the making of simple articles.

Study of textile fibres: cotton, flax, wool, silk, ramie, etc.

Spinning wheel, loom, modern machinery used for spinning and weaving.

The choosing and buying of materials, according to use, quality, and cost.

Taste development.

Study and use of the sewing machine; the application of the stitches to simple garment making: undergarments, shirt-waist suits, aprons, etc.

Five hours per week for one term.

PHYSICAL TRAINING

The course in physical training aims to maintain and promote the health of the students, and to furnish them with the principles underlying this training; also, to give them practical knowledge of a system of educational gymnastics sufficient to enable them to teach intelligently any form of school gymnastics, and to adapt their work to the varying conditions which they may meet.

Free and unrestricted action of the body is essential to good mental and physical development; our young women, therefore, are urged to wear hygienic clothing at all times. The co-operation of mothers is asked in this important matter. In the gymnasium all students are required to wear gymnasium suits. The regulation dress for the young women consists of divided skirt, blouse, and gymnasium shoes. Directions for making the suit will be sent by the instructor in physical training to those students who desire to have their suits made at home. All others must come prepared to purchase them. The expense will be from five to eight dollars each. The young men should provide themselves with knickerbockers, blouse, and gymnasium shoes.

Course I

Instruction and practice in the fundamental physical activities, such as breathing, sitting, standing, walking, running, stair climbing. Personal hygiene.

One hour per week for one term.

Course II

Elementary Swedish gymnastics and gymnastic games, tactics, mat exercises, relaxing exercises, rhythmic movements, marching.

Prescription work is assigned when necessary.

Two hours per week for one term.

Course III

Advanced Swedish gymnastics. Simple apparatus work, such as stall bars, bom ladders, ropes. Drill in leading squads and criticisms based upon the observation of this drill.

Two hours per week for one term.

Course IV

Theory of physical training with practical applications. The theory is given in the form of talks on the history of physical training, the physiology of exercise, the mechanism of movements, the discussion of the principal systems of gymnastics, the theory of the Swedish system, the relation of gymnastics to athletics, methods of teaching children, and the analysis of positions common during school life. This work is supplemented by the making of plans and the direction of classes in the Training School.

Two hours per week for one term.

Course V

This course consists of exercises with and without hand apparatus. Fancy steps. Classified games for children in the schoolroom and upon the playgrounds.

The young men use the gymnasium after the daily sessions.

Two hours per week for one term.

COURSE II—KINDERGARTEN TRAINING COURSE.

The special aim and work of this department is to give a thorough and practical training in kindergarten methods. In the first year the student is introduced to accepted standards of work, and in the second is led to make such applications through actual practice in teaching as will result in broad as well as effectual training for service.

KINDERGARTEN THEORY

Lectures, papers, and class discussions—a study of Froebel's philosophy as embodied in the Mother Plays and its relation to modern educational principles.

Theory I

The individual child in typical phases of home environment and motor activity.

One hour per week first term.

Theory II

The development of the hand, finger plays and manual training.

One hour per week second term.

Theory III

The child's social or neighborhood environment, with the materials and processes involved.

One hour per week third term.

Theory IV

The educational value of animals and the effect of natural phenomena upon the child-mind.

Two hours per week fourth term.

Theory V

Habit and sense training in the kindergarten.

Two hours per week fifth term.

Theory VI

Discipline and the development of standards of action.

One hour per week sixth term.

GAMES AND HYGIENE

The department is well equipped for carrying out the practice of games in the school gymnasium by the students, and the conduct of children's games both in the kindergarten room and in an outdoor gymnasium fitted with swings, bars, ropes, ladders, and poles.

Games and Hygiene I, II, III.

Activity plays, rhythm and representative exercises developed into traditional and kindergarten games.

One hour per week first, second, and third terms.

Games and Hygiene, IV and V

A study of the original development and purposes of games, the physical development of the child through play; hygienic problems of kindergarten management.

Two hours per week fourth term. One hour per week sixth term.

HANDWORK

Lectures, class exercises, and discussions. This course is designed to equip the teacher with a practical knowledge of those racial toys and materials, as well as those devised by Froebel, which serve as a means of self-expression for the child.

Handwork I

Occupations: a technical training in various forms of kindergarten handwork, including (1) paper folding; (2) cardboard and coarse sewing, doll making; (3) weaving paper and cloth, simple basketry; (4) paper cutting and pasting; (5) drawing; (6) color work, or painting; (7) construction with cardboard, nature materials, etc.; (8) clay modeling; (9) use of the sand table.

Three hours per week first term.

Handwork II

Gifts. Play with Froebel's educational toys and the miscellaneous objects of which they are types.

Three hours per week third term.

Handwork III and IV

Experimental work in the adaptation of the gifts and occupations to the environment of the child in California.

One hour per week fourth term. One hour per week sixth term.

KINDERGARTEN ENGLISH

English II k

Literature: A consideration of the sources of literature for young children, with a classification for purposes of reference including the history and language relations of nursery rhymes.

One hour per week second term.

English IV k

Methods: Analysis of the essentials of good story telling with practice in the adaptation of myths and stories of child life to kindergarten uses.

Two hours per week fifth term.

KINDERGARTEN OBSERVATION

Observation I

The observation in kindergarten gives an opportunity to become acquainted with the basic principles of education in actual operation and to know the materials through methods of use. Note books are kept and the observation work is supplemented by discussion in class.

Two hours per week second term.

KINDERGARTEN SEMINAR

Seminar I k , II k , III k

The development, through discussion, of a definite outline of work in the three kindergartens connected with the Normal School: (a) Training School Kindergarten; (b) Church of the Neighborhood Kindergarten; (c) South Pasadena Children's Aid Home Kindergarten.

One hour per week fourth, fifth, and sixth terms.

KINDERGARTEN PRACTICE TEACHING

Practice Teaching I k , II k , III k

Practice work ten hours a week throughout the senior year. This practice is required in kindergartens under the supervision of the Normal Kindergarten Director. Each student works under criticism, and is held responsible for her own group of children during practice hours. Ample opportunity is given for telling stories, teaching songs, and conducting morning circle, games, and marches. Students who fail in such practice work will not receive the diploma, even though their academic work be satisfactory.

Nature Study I^k, Agricultural

The object of this course is to give students some knowledge of the fundamental facts of the growth, propagation and care of common plants, suitable for use with very young children.

Practical work in the garden, with the actual supervision of children, will be provided, together with recitations and experimental laboratory work.

Two hours per week second term.

KINDERGARTEN MUSIC**Vocal**

Voice placing and developing of tone and rhythm; phrasing and expression; study of children's songs; selections of music for kindergarten uses; sketches from the history of music.

Instrumental

Actual instruction in piano playing is not given in the course. Because of the demand for kindergartners who are also pianists, the entrance requirements of the Kindergarten Department include ability to play simple rhythms, games, and song accompaniments. See statement regarding music under General Requirements for Admission.

KINDERGARTEN ART COURSES

Two courses are given. The first of these is the same as Art I of the General Professional Course. The second is the same as Art II of the General Professional Course with some modifications in the latter part of the course, in which special attention is given to adaptation of the work to the kindergarten.

THE TRAINING SCHOOL

The Training School in its present organization is a branch of the Los Angeles city school system, and consists of a kindergarten and the succeeding eight grades. Pupils are admitted upon the same terms as to the city schools, the same general plan for classification and promotion obtains, and the customary reports of a city school are made to the city superintendent by the principal. The work of the Training School is so planned that the student-teachers are given sufficient experience to enable them to teach successfully and under such conditions that from the first they will form correct professional habits and master those principles which will insure future growth.

To secure the first end each student is required to teach throughout the senior year under conditions which duplicate in all essentials those found in the public schools of the State. No one is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction.

To form the basis for growth the students are given abundant opportunity to observe the best teaching for the purpose of seeing what it has that will be helpful to them, and are led constantly to note the application of the principles upon which all good teaching must rest.

COURSE OF STUDY

The Training School is one of the public schools of the city of Los Angeles, and the pupils are subject to the possibility of change to other schools. Therefore the course of study for the schools of the city is followed sufficiently to permit such changes to be made without loss to pupils, but it is followed only to the extent necessary to permit such changes. The pedagogical aims and practices of the school and the course of study to some extent are determined by the Normal School.

The following outline indicates the work attempted in each year:

Kindergarten. The kindergarten aims to lay a basis for further development in the school, by emphasizing those exercises which tend to produce strength of body and control; interest in the natural and social life of the world; an intelligent curiosity concerning the qualities, functions, and names of common objects; and habits of obedience, cheerfulness, and helpfulness.

First Grade. The program of the first grade has been organized to meet the needs of the six-year-old child, so that he may adjust himself to the school work with as little friction as possible. Ample opportunity is given for outdoor exercise, and the physical development of the children is carefully guarded. An effort is made so to unify the work that there will be as few arbitrary divisions of subject-matter as possible. The child is made to feel that he has a problem to solve which requires the use of his reading, writing, and handwork. These subjects are presented as necessary tools rather than as ends in themselves, but are so frequently called into practical use that skill is required in the handling of them. The program includes Reading, Phonics, Writing, Art, Nature Study, Music, Language, Literature, and Handwork, each illustrating and emphasizing the others, and all uniting to enlarge the child's experiences, to stimulate his curiosity, and to organize and clarify his images. Opportunity is provided for group work, so that the social contact may lead to standards of good conduct and encourage a natural helpfulness toward one another.

Second Grade. *Reading:* Skill in reading aloud. Daily systematic work in phonics; articulation drills. Dramatization of suitable stories read. *Writing:* Chiefly on blackboard. Pencil introduced. *Spelling:* Mainly oral. Emphasis on visualization. Material from other subjects. *Literature:* Stories and poems. Memorizing of literary gems. *Language:* Informal conversations. Games to teach good usage and courteous forms of speech. How to write statements and questions. Some uses of capital letters. *Practical Ethics.* *Number Work:* Preliminary lessons. *Nature Study:* Biological—Acquaintanceship with local plants and animals. *Art:* Rhythm and spacing. Simple borders and patterns in color, using geometric and nature motives. Contrasts of hue and value. How to pick flowers and how to arrange them. Paper tearing and cutting of animal forms and figures. Drawing and painting of flowers, fruit, animals, figures, and toys. Modeling. Illustration of stories, games, occupations, and events of interest. Poster cutting. Picture study. Water color, clay, scissors, chalk, charcoal, crayola. *Manual Training:* Paper folding and cutting. Braiding of raffia. Applied art in designing rugs. Rug and hammock weaving in loom. Constructive work related to industries and occupations. Class projects. *Music:* Songs by rote, emphasizing dramatic life of song. Ear training—(a) Developing scale through chords; exercises on ladder and staff, pointed in phrase; (b) Time exercises; mood exercises. *Physical Training:* Ball and bean-bag practice in room. Miscellaneous games on playground.

Third Grade. *Reading:* See second grade. *Writing:* Mainly with pencil. *Spelling:* Oral and written. Much dictation of nursery rhymes. *Literature:* Mostly stories told to children. See second grade. *Lan-*

guage: Oral composition as in second grade. Much reproduction. Written composition begun. Frequent oral exercises to correct the most common errors of speech. *Arithmetic*: Addition and subtraction. *Nature Study*: Biological and geographical. *Art*: Rhythm, spacing, alternation. Designs, using geometric and nature motives. Dark-and-light, two tones. Related colors. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Poster cutting. Picture study. Water color, clay, scissors, charcoal, brush and ink, crayola. *Manual Training*: Introduction to cardboard construction. Knotting and winding of raffia. Constructive work related to industries and occupations, Class projects. *Music*: Songs by rote, see second grade. Frequent voice exercises, keeping light quality of tone. Exercises pointed in phrase on ladder and staff. Ear test—(a) Tune; (b) Time. Finding key. Showing signature. Sight-reading exercises, emphasizing attack and tempo. Dictation exercises (written), using simple forms of time and tune. *Physical Training*: In room, free standing exercises with emphasis on the hygienic side. In gymnasium, rhythmical exercises and games.

Fourth Grade. *Reading*: See preceding grades. Dictionary work and expression emphasized. *Writing*: Pen and ink introduced. Natural slant throughout the grades. *Spelling*. *Literature*: Stories told to and read by children. See second grade. *Language*: Oral composition in the form of conversation and class discussion, and of individual reports on topics of interest. Brief written compositions—letters, imaginative stories, accounts of things seen and done. Dramatization. Practical exercises, chiefly oral and not technical, in the case and number forms of nouns and pronouns; the agreement of verbs; the past tense and past participles of a few irregular verbs. *Arithmetic*: Multiplication and division. *Nature Study*: 1. Biological—(a) The economic plants grown in garden, steps in production of crops, industrial studies. (b) Animals. Sea beach life. Activities of some lower animals. (c) Museum studies—products and by-products of economic plants. 2. Agricultural—individual garden plots for fall A4's. *Geography*: The work is based on the industrial and social life of man. Through a study of the activities by means of which the home is related to the world, a knowledge of the physical, climatic, and human conditions is developed. The work centers about the four main topics of food, clothing, shelter, and transportation. *History*: Local, in supplementary reading work. *Art*: Shape and proportion, rhythm, symmetry. Designs, using geometric, symbolic, and nature motives. Dark-and-light, three tones. Tones of one color. Adapting designs to material. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Picture study. Water color, charcoal, clay, scissors, brush and ink, crayola, pencil. *Manual Training*: Cardboard construction. Raffia, reed, and Tilo Matting. A little basketry and pottery. Class projects. *Music*: Songs read and sung by rote. Voice exercises. Ear training in time and tune,

presenting new difficulties. Sight reading, emphasizing attack, tempo, phrasing, and tone quality. *Physical Training*: In room, free standing exercises, with emphasis on balance and carriage. In gymnasium, marching, running, skipping, fancy steps. Competitive games.

Fifth Grade. *Reading*: Emphasis on expression and responsiveness in reading. Dramatization. Articulation drills. *Spelling. Writing. Literature*, first and third quarters. *History*: Current events. Practical civics. Second and fourth quarters, period of discovery and early colonial period. *Language*: Oral and written composition along the same lines as in fourth grade. Exercises in nouns, pronouns, and verbs continued. Correct use of adjectives and adverbs. *Arithmetic*: Fractions and decimals. *Nature Study*: Garden work in individual plots. *Geography*: North America and Europe. Much attention is given to cause and consequence, and to map drawing. *Art*: Proportion, rhythm, radiation, variation. Pattern and landscape composition. Scales of dark-and-light and color, three tones. Adapting designs to material. Stenciling or wood-block printing. Flower arrangement. Drawing and painting from nature and objects. Modeling. Picture study. Water color, charcoal, clay, scissors, brush and ink, pencil, crayola. *Manual Training and Domestic Art*: Making of working drawings and beginning of bench work, for boys. Sewing, for girls. Class projects. *Music*: Continue work of fourth grade. Formal two-part singing. *Physical Training*: In room, gymnastics combining arm and leg movements. In gymnasium, marching, fancy steps, simple apparatus work. Competitive games, such as relay race.

Sixth Grade. *Reading and Literature*: Emphasis on expression and responsiveness in reading. Dramatization of poems and historical events. *Language*: Oral composition continued, with increased emphasis on written composition. Exercises in the correct use of grammatical forms continued. Discrimination between words frequently misused. *Spelling. Writing. Arithmetic*: Fractions, denominate numbers, aliquot parts, percentage. *Nature Study*: 1. Garden work in individual plots for B6's and for spring A6's. Nature study clubs (emphasis on biological phases) for fall A6's. *Geography*: Asia, South America, Africa, and Australia. Comparison and explanation of likenesses and differences. Much use of pictures and other illustrative material. *History*: Current events. Practical civics. Municipal civics and stories of Greeks and Romans, first half. English history, study recitation, second half. *Art*: Proportion, rhythm, transition. Pattern and landscape compositions. Scales of dark-and-light and color, five tones. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training and Domestic Art*: Working draw-

ings, sketches of models, bench work, and knife work, in thin wood, for boys. Sewing, for girls. Class projects. *Music*: Continue work of fifth grade. Ear training to include minor mode. Three-part work. *Physical Training*: Gymnastic movements requiring precision. Olympic games on playground. Games of low organization, such as Corner Ball.

Seventh Grade. *Reading and Literature*: See sixth grade. *Language*: Occasional oral reports and discussions. Emphasis placed on written composition and the grammatical structure of the sentence, the latter being made a means to an end—the effective communication of thought. *Spelling. Writing. Arithmetic*: Percentage, literal quantities, involution and extracting square root, measurements, and constructions. *Nature Study*: Nature Study clubs (emphasis on agricultural phases). *Geography*: The elements of physical geography. Brief study of geographic forms and processes and their relation to human activities. Review of the continents and the United States in the light of this study. Special study of California, covering a period of ten weeks. *History of United States to 1845. Art*: Proportion, rhythm, opposition, subordination, composition in designs and pictures. Scales of dark-and-light and color. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training and Domestic Art*: Drawing and sketching of models, and bench work, for boys. Sewing, for girls. Class projects. *Music*: Work of previous grades made strong. Ear training to include harmonic and melodic forms of minor. Chorus singing, watching leader for good interpretation. Study of composers, Folk songs, National songs, Cradle songs, etc. *Physical Training*: Girls—Swedish Day's Order. Games of higher organization, such as Captain Ball. Folk dances. Boys—apparatus work additional.

Eighth Grade. *Literature and Reading*: As in preceding grade, with decreasing emphasis on the technical phases of reading and increasing emphasis on literary appreciation. Study of different interpretations of the "Quest for the Holy Grail," with intensive study of "The Vision of Sir Launfal." Analysis and reading of "The Man Without a Country," and either "Julius Cæsar" or "The Merchant of Venice." Impersonation of characters a part of the regular recitation. Dramatization, using author's language. *Language*: Oral composition as in seventh grade. Extemporaneous speaking and debating. Written composition, including the elementary principles of narration, description, and exposition. Review of the facts of grammar previously learned. Such additional facts as are essential to correct speech; the use of apt words; choice of synonyms. *Spelling. Geometry. Arithmetic*: General review. *Physiology. History*: United States History concluded, with especial con-

sideration of the industrial development, of California history, and of civics. *Art*: Principles of composition in designs and pictures. Color values and harmony. Color schemes for room interiors. Stenciling or wood-block printing. Illumination of text. Program covers, magazine pages, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training and Domestic Science*: Bench work and furniture construction, for boys. Cookery, for girls. Class projects. *Music*: See seventh grade. *Physical Training*: Girls—Swedish Day's Order. Games of higher organization, such as Captain Basket Ball and Indoor Baseball. Folk dances. Boys—apparatus work additional.

THE LIBRARY

The library contains about 18,500 volumes, classified according to the Dewey decimal system and arranged on low shelves to which the students have free access.

Though the desirability of supplying good reading for leisure hours is not overlooked in the choice of books, the main purpose is to provide the means for pursuing the branches prescribed in the courses of study. The subjects most fully represented are: psychology and education, science, travel, history, and literature. About one thousand new volumes are added annually. Great care is taken in the selection of books; the liberal use made of the library by students shows that the collection fulfills its purpose. The past year shows an average monthly circulation of forty-eight hundred, exclusive of books used in the library. The library is supplied also with most of the best current literature, professional and general. A Circular of Information to those who use the library has been issued, and has proved very helpful to students in many ways.

In addition to the ordinary reference books, such as dictionaries, encyclopedias, and atlases, there are, either bound or on file, about eight hundred volumes of the leading literary and educational periodicals, which, by the aid of Poole's Index and kindred publications, can be used to great advantage. The use of the library in general is facilitated by a card catalog containing besides the title and subject of every book and the name of its author, many references to magazines and other sources, the titles of which do not indicate the contents.

CATALOG OF STUDENTS, 1908-1909

GENERAL PROFESSIONAL DEPARTMENT

Senior Classes

Adams, Edith R.....Tustin	Chancellor, EloiseLos Angeles
Adams, ElsieMonrovia	Cheney, MarionLos Angeles
Alexander, HelenMills College	Clark, AmyLos Angeles
Alexander, Jean Geddes, East Hollywood	Clark, IreneLos Angeles
Amidon, La Verne M.....Los Angeles	Clark, Mary (A.B.).....Los Angeles
Andrews, Maud M.....Hollywood	Clayton, Stella C.....Terminal
Andrews, Myrtle Gladys.....Redlands	Clingan, Nellie E.....Los Angeles
Backus, Myrtle Elinor.....Los Angeles	Colgan, GenevieveLos Angeles
Bailey, GertrudeLos Angeles	Connor, Edith P.....Los Angeles
Bailiff, Julia May (A.B.).....Banning	Convis, LuluLos Angeles
Baker, Helen Lena (A.B.), Los Angeles	Cookman, Mrs. Grace O....Los Angeles
Ball, CynthiaPasadena	Cookman, J. Randolph....Los Angeles
Barrow, BonnieSanta Monica	Coombs, Adeline M.....San Pedro
Baskett, JettieLos Angeles	Cooper, Margaret L.....Los Olivos
Beck, Alice K.....Long Beach	Covell, Florence M.....Pasadena
Beck, Mrs. Kathleen Sue...Los Angeles	Coward, Freda L.....South Pasadena
Beckett, BeatriceSan Diego	Crane, DorothyLos Angeles
(Graduate Kindergarten 1905)	Crane, Eula M.....Monrovia
Bennett, Bonnie Ella.....Los Angeles	Cripe, Samuel O.....The Palms
Bennett, Clara M. (A.B.)...Emporia, Kan.	Crosier, Mildred I. (A.B.)...Santa Ana
Benson, JennieLos Angeles	Crouch, RuthLos Angeles
Biehl, RosaLos Angeles	Crum, Margaret (B.L.).....Compton
Bigelow, Etoile Adele.....Long Beach	Cunningham, AliceTulare
Bishop, MargaretLos Angeles	Cunningham, Mary T.....Los Angeles
Blanchard, W. Everett (B.L.)...Covina	Curl, Mrs. MaudLos Angeles
Bliss, Helen Claire.....Santa Cruz	Curl, Robert L.....Los Angeles
Boal, Bertha (B.L.).....Los Angeles	Curtin, MarySanta Monica
Bond, DorothyLos Angeles	Davids, InaLos Angeles
Bond, GertrudeLos Angeles	Davies, Sophie M.....Los Angeles
Bond, GladysLos Angeles	Davis, Bert Byron.....Los Angeles
Booth, Genevieve (A.B.).....Colton	Deardorff, AnnettaSanta Ana
Bowers, Isabelle May (A.B.).....	Dippo, CecilePasadena
.....Los Angeles	Dismukes, Meekie W.....Downey
Boyde, VernaSanta Ana	Dobbins, ElsieLos Angeles
Brandt, JosephineCovina	(Graduate Kindergarten 1904)
Brandt, MargaretCovina	Doughty, Irma S.....Los Angeles
Brant, ArthurRiverside	Dunham, InezLos Angeles
Bratt, Lois Ella.....Downey	Durkee, Edna K. (B.L.)...San Dimas
Bretz, LeonieLos Angeles	Durkee, Mae M.....San Dimas
Brewer, Mrs. Lillian T. (A.B.)....	Eaton, Delta Frances.....Norwalk
.....Los Angeles	Ehrnbeck, Anna J. (A.B.)...Los Angeles
Brewer, Lizzie A.....Los Angeles	Eikenberry, Bright L....Cerro Gordo, Ill.
Brown, Estelle Mary.....Los Angeles	Elliott, RoxyPaso Robles
Burnham, Jessie May.....Riverside	Ellis, Mary Edith.....Whittier
Butters, Lauretta M.....Long Beach	Emery, Izelle Opal.....Los Angeles
Cade, EdithDe Soto, Iowa	Enyeart, Ethel J. (B.L.).....
Cairns, LauraLindsayHuntington Park
Canterbury, EthelRedlands	Espey, PhoebeRising Sun, Ind.

Senior Classes—Continued

Evans, Gwendolyn	Downey	Inghram, Helen	Long Beach
Ewing, Bessie Ionia.....	Los Angeles	Jackson, Florence Caroline...	Monrovia
Farris, Ferne Tryphene.....	Monrovia	Jefferson, Sue M.....	Los Angeles
Field, Susan E.....	Highland	Jellison, Hilda Louise.....	Monrovia
Fitz Gerald, Geraldine	Los Angeles	Jenifer, Nellie	San Fernando
Flynn, Edith Irene.....	Los Angeles	Jensen, Elsie	Los Angeles
Forrest, Dorothy	Oceanside	Johnson, Hilda	San Pedro
French, Beryl Lorena	Loomis	Johnson, May A.....	Long Beach
Fuller, Cora V.....	Alzona, Iowa	Johnson, Tula Marguerite.	Tampico, Ill.
Fuller, Grace L.....	Santa Ana	Johnston, Edith	Los Angeles
Garcia, Annie S.....	Wilmington	Jones, Edith Florence....	Los Angeles
Geiselman, Flora B.....	Los Angeles	Jones, Maud	Santa Ana
Giffen, Camille M'liss.....	Los Angeles	Jordan, Virginia Ruth....	Los Angeles
Gilbert, Mrs. Rosamae.....	Corona	Judd, Lynn	Los Angeles
Gillespie, Emelie L. (A.B.)..	Los Angeles	Karnahan, Mary	Los Angeles
Gillespie, Jean	San Pedro	Keefe, Alice Marie.....	Orange
Goeddel, Frances Emma.....	Norwalk	Kent, Anna T. (A.B.).....	Pasadena
Goetz, Mae A.....	Los Angeles	Kidd, Ellen Fidelia.....	Pasadena
Gore, Martha M. (B.S.)....	San Dimas	Kidd, Grace Evangeline....	Los Angeles
Gough, Susanne	Los Angeles	Kidd, Mary Genevieve.....	Los Angeles
Gray, Mary Sidney.....	Downey	King, Fannie	Los Angeles
Green, Rose E.....	Los Angeles	Knight, Alice Cary.....	Pasadena
Greene, Gertrude	Pasadena	Kress, Nellie	Los Angeles
Haan, Cicely O..	New Brighton, Minn.	Lamb, Gladys	Los Angeles
Haddock, Mattie C.....	Norwalk	Lancaster, Nellie (B.S.)...	Los Angeles
Hall, Helen May	Ventura	Lane, Josephine E.	Downey
Hall, Mary Ada.....	Lindsay	Langshaw, Ethel F.....	Allegan, Mich.
Hamilton, Eva L.....	Los Angeles	Larkins, Addie T.....	Visalia
Hanifan, Agnes	Los Angeles	Lawrence, Leah B.....	McFarland
Hardesty, Alice M.....	Los Angeles	Layne, Vera G.....	Los Angeles
Hardin, Ruth	Buena Park	Leib, Ildegerte.....	Columbus, Ohio
Harding, Daisy L.....	Los Angeles	Leonard, Mrs. Olive H. (A.B.)....	
Hardy, Katherine F....	Santa Barbara	Los Angeles
Harris, Josephine R.....	Downey	Lindley, M. Reba.....	Los Angeles
Hauverman, Laura M....	Los Angeles	Lockett, Lillian	Pasadena
Hazzard, Cassandra P.....	Whittier	Lockett, Octavia R.....	Pasadena
Heil, Frank L.....	Santa Ana	Luther, Mabel	Pueblo, Colo.
Heintz, Lola Rose.....	Los Angeles	Lyman, Maud L.....	San Fernando
Hepner, Minnie Alice.....	Covina	Lyman, Pearl	San Fernando
Herrig, Pearl Ethel.....	Pasadena	McCain, Belle	Pomona
Hibben, Litta Belle.....	Tropico	McDonald, George J.....	Santa Ana
Hobbs, Juliet	Artesia	McFadden, Mabel E. (B.S.)..	Santa Ana
Hoffman, Ethel G.....	Los Angeles	McHugh, Louise	Los Angeles
Hoffman, Virginia R.....	Los Angeles	McJohnston, Maude M....	Los Angeles
Holt, Mary E.....	Los Angeles	MacMillan, Jean	Los Angeles
Honn, Loueva May.....	Los Angeles	McRae, Jean R.....	Everett, Wash.
Hoover, Esther	Los Angeles	Mann, Rose	Los Angeles
Hopkins, Beulah	Long Beach	Marble, Ethel Elda.....	Los Angeles
Horder, Eva G.....	Pasadena	Mason, Annie M.....	Los Angeles
Horton, Alice	Redlands	Mast, Lola	Pomona
Horton, Elizabeth A. (A.B.)..	Pasadena	Maurer, Clara B.....	Ontario
Houk, George D.....	Glendale	Mayes, Florence Mabel.....	Downey
Hovey, Marie Lila....	Montrose, Colo.	Maynard, Pearl	Los Angeles
Hovey, L. Nancy.....	Pasadena	Medbery, Mary R.....	Gardena
Howell, Lucy E. (A.B.)...	Los Angeles	Middleton, Lena F.....	Orange
Hunter, Iva	Glendale	Miller, Susie E.....	Los Angeles

Senior Classes—Continued

Milliken, Calla (A.B.).....	Colton	Smith, James Merle (B.L.)..	Santa Ana
Millsbaugh, Winnefred	Hollywood	Smyth, Pearl	Ontario
Mitchell, Frances	Los Angeles	Snyder, Harriett A. (B.L.)..	Pasadena
Mogle, Mildred E.....	Chino	Specht, Martha	Los Angeles
Moore, Edith H. (A.B.)....	Los Angeles	Stanley, Emma	Orange
Moore, Ida Alice.....	Tulare	Stiles, Lillian May.....	Oleander
Morris, Bessie	Gomer, Ohio	Strong, Clara	Pasadena
Nebelung, Violet	Anaheim	Stull, Helene	Marengo, Ill.
Nye, Helen Marie.....	Los Angeles	Sturgis, Mary Elizabeth...	Los Angeles
Olerich, Florence	Los Angeles	Summers, Estelle	Los Angeles
Olmstead, Matie C.....	El Monte	Sumner, Charlotte L.....	Los Angeles
Ott, Susie E.....	Corona	Suites, Charlotte B. (A.B.),	Santa Monica
Ow, Mrs. Elizabeth S....	San Luis Obispo	Taney, Mary Emily.....	Los Angeles
Parsons, Nellie May.....	Claremont	Tanner, William Roy....	Los Angeles
Payne, Florence Delia....	Los Angeles	Thielen, Lillian Regina....	Los Angeles
Perrin, Dorothy	Los Angeles	Thayer, Violet M.....	Los Angeles
Pierce, Mary F. (B.L.)....	Pasadena	Thomas, Alma M.....	Los Angeles
Pitts, Ruth Harding.....	Pasadena	Thomas, Mary Emma (A.B.)..	Pasadena
Poage, Johanna Lelia (A.B.)..	Azusa	Thompson, A. B. (Ph.B.)..	Alma, Mich.
Porter, Rose E.....	Fresno	Thompson, Harriet E. (A.B.)..	Riverside
Pray, Eva	Long Beach	Thornton, Alta Evelyn (A.B.)..	La Mirada
Preston, Linda May.....	Los Angeles	Townsend, Ruth.....	Sycamore, Ill.
Prewitt, Merle Marie....	Los Angeles	Tracy, Helen Morey (A.B.)..	Pasadena
Prior, Marjorie Julia....	Los Angeles	Twombly, Katherine Earle..	Fullerton
Provinse, Mrs. Bertha A....	Long Beach	Tyler, Edith	Los Angeles
Quesnal, Regina H.....	Los Angeles	Tyler, Helen R.....	San Pedro
Quinn, Gladys	El Monte	Vale, Mabel M. (A.B.)....	Long Beach
Ratliff, Nellie Blanche....	Colton	Valgamore, Ivan R....	Jackson, Minn.
Rea, Ellen Kate (B.L.)....	Anaheim	Valla, Henrietta H.....	Whittier
Reeves, Grace Gardner....	Redlands	Vance, Joy F.....	Orange
Rice, Mrs. Evelyn Stokes...	Pasadena	Van Deinse, Lilian.....	Pasadena
Richards, Ethel E.....	Los Angeles	Vandegrift, Louise R.....	Los Angeles
Richards, Winifred M....	Los Angeles	Van Sittert, Mrs. Edith...	Los Angeles
Riner, Grace L. (A.B.)....	Los Angeles	Von Dornum, Elsa.....	Goldfield, Nev.
Rives, Gertrude Anna.....	Hemet	Waddell, Katherine Getty..	Los Angeles
Robinson, Alice M.....	Trabuco	Walker, Bessie Ellen....	Los Angeles
Robinson, Mrs. Lillian....	Los Angeles	Warden, Carrie May.....	Los Angeles
Rose, Mrs. Nettie L.....	S. Pasadena	Waterman, Gertrude	Los Angeles
Ross, Orma L.	Santa Ana	Weinstein, James	Los Angeles
Ruth, Florence A. (A.B.)..	Los Angeles	Weisbard, Florence May..	Los Angeles
Saulsbury, Edna May....	Arroyo Grande	Wickersheim, Elsie Louise....	Orange
Schwartz, Florence I....	Santa Barbara	Wiggins, Pearl (B.S.)....	Los Angeles
Scott, Lou Edna.....	Los Angeles	Wilcox, Mrs. Jennie B....	Los Angeles
Scott, Roberta Helen....	Los Angeles	Willits, Marion Halla.....	Puente
Seay, Marion	Los Angeles	Willoughby, Rena Sessions...	Ventura
Sewell, Mrs. Edna K....	Parker, S. D.	Wine, Mary	Los Angeles
Seymour, Emily (A.B.)....	Flint, Mich.	Wonders, Charlotte	Downey
Sharp, Anna Pearl.....	Tulare	Woodham, Edith	Hollywood
Sherburne, Mary	Los Angeles	Wooley, Edna L.....	Greenfield
Shillington, Myrtle B.....	Oxnard	Wright, Florence Ruth....	Los Angeles
Short, Addie G.....	Fresno	Wylie, Ruth	Santa Maria
Skinner, Edna E.....	Los Angeles	Young, Agnes J.....	Redlands
Smith, Elizabeth H.....	Redlands		

Total.....307

Including classes graduating November 25, 1908, and March 12, 1909.

Junior Classes.

Ahlstrom, Maie Lenora.....	Florence	Elliott, Katherine Helena..	Los Angeles
Allen, Howard	Los Angeles	Elmore, Miriam	Los Angeles
Anderson, Mattie	Los Angeles	Farrell, Bessie E.....	South Pasadena
Andrews, Grace	Hollywood	Field, Anna May.....	Los Angeles
Ardis, Ethel	Downey	Fisher, Barbara W.....	Los Angeles
Baker, Katherine Mildred...	El Monte	Fitz Gerald, Mary Ellen...	Los Angeles
Bass, Ethel Marie	Los Angeles	Ford, M. Blanche.....	Los Angeles
Baugh, Ruth Emily.....	Pasadena	Ford, Marguerite	Los Angeles
Beebe, E. Alice.....	Corona	Foster, Louise Ernestine..	Los Angeles
Behrens, Elsie E.....	Los Angeles	Fox, Sada	Colegrove
Bell, Minnie Sophia.....	Orange	Freeman, Yoland Blanche..	Los Angeles
Best, Ethel L.....	Los Angeles	Fulton, Willimae	Dinuba
Blair, Melissa	Long Beach	Gallup, Margaret C.....	Santa Ana
Blum, Mildred	Los Angeles	Garratt, Eunice E.....	Los Angeles
Blust, Alice	Los Angeles	Gaynor, May G.....	Los Angeles
Boquist, Adele Erica.....	Kingsburg	Gilbert, Alma E.....	Sierra Madre
Bracewell, Lida S.....	San Bernardino	Gilhausen, M. Elsie.....	Glendale
Brandt, Gladys L.....	Los Angeles	Given, Bess Marguerite...	Charter Oak
Brokaw, Dorothy	Pasadena	Glasscock, Mary Edna.....	Hollywood
Brown, Eleanor Henrietta..	Hollywood	Granger, Lida May.....	Ontario
Brown, Mary P.....	Los Angeles	Graves, Monte	Texola, Okla.
Brunswick, Marye	Norwalk	Gray, Mary Alnetta.....	Los Angeles
Bryant, Nellie May.....	Los Angeles	Grim, Mary Agnes.....	Anaheim
Buck, Luna G.....	Los Angeles	Grimshaw, Mary Alice.....	Anaheim
Buehn, Elsie	Norwalk	Grizzle, Olga	Corona
Campbell, Herbert Oscar....	Whittier	Grubb, Hattie Helen.....	Oxnard
Campling, Stella Mae.....	Los Angeles	Halverson, Inga	Los Angeles
Carpenter, Mabel Harriet...	Los Angeles	Hamilton, Bessie Edna....	Los Angeles
Carr, Mabel Winnifred.....	Oxnard	Hansen, Christina M....	San Bernardino
Caster, Gladys L.....	Whittier	Hardesty, Ruby K.....	Los Angeles
Catland, Sallie	Santa Ana	Harrington, Laura May...	Los Angeles
Chase, Mabel E.....	Whittier	Harris, Ethel Mary.....	Garden Grove
Cheek, Bertha	Aurora, Ind.	Harris, Leona	Norwalk
Christensen, Agnes M.....	Glendale	Harwood, Fay	Santa Paula
Cist, Beth	Los Angeles	Haskell, Georgia Adele....	Downey
Clarke, Anna Electra.....	Norwalk	*Hatch, Lee	Redlands
Clayton, Arthur Harrison....	Norwalk	Hendrick, Orra L.....	Elsinore
Clements, Violet	Los Angeles	Herdeg, Helen Lush.....	Riverside
Cooney, Agnes	Los Angeles	Hill, Bertha Bresee.....	Los Angeles
Cooper, Marguerite M....	Los Angeles	Hilliard, Geraldine Lillian..	Los Angeles
Cox, Mary Louise.....	Santa Ana	Hoffmaster, Vera	Pomona
Crawford, Esther A.....	Rivera	Holcomb, Ruth	Los Angeles
Crawford, Margaret E.....	Compton	Hossler, Geneva	Santa Ana
Crowell, Mary Dean.....	Los Angeles	Howell, Mary	Los Angeles
Crutchfield, C. Pearl.....	Los Angeles	Huff, Mazie Elizabeth.....	Highland
Danell, Anna Margaret.....	Fresno	Hull, Emma May.....	Covina
Davaine, Mary	Covina	Humphry, Grace Myrtle....	Orange
Dolton, Lida May.....	Los Angeles	Jackson, B. Iva.....	Whittier
Domenigoni, Margherita....	Winchester	Jarrott, Effie L.....	Los Angeles
Dougherty, Elinor	Los Angeles	Johnson, Anna Elizabeth....	Pasadena
Drew, Anna M.....	Pomona	Johnson, Anna Bee.....	Los Angeles
Duncan, Carol Adelaide...	Los Angeles	Johnson, Marion Louise...	San Gabriel
Durr, Sophia Josephine....	Oxnard	Johnson, Ruby Christine...	Los Angeles
Eaton, Vesta Kyle.....	Norwalk	Kelley, Beatrice B.....	Page Boul., Mo.
Edwards, Nellie May.....	Long Beach	Kelliher, Theresa...	Deer Lodge, Mont.

* Died April 19, 1909.

Junior Classes—Continued

Kelso, Mary Burton.....	Long Beach	Osborn, Ada E.....	Madera
Kersey, Vierling	Los Angeles	O'Reilly, Mabel Anna.....	Los Angeles
Killion, Nellie H.....	Lankershim	Oyler, Georgia Lee.....	Los Angeles
Klyce, Mrs. Laura V.....	Los Angeles	Palm, Paula L.....	Santa Fe Springs
Knowlton, Blanche	Monrovia	Parsons, Anna Louise.....	Monrovia
Koehler, Lillian	Redlands	Paul, Mamie Ellen.....	Colton
Kohlstedt, Marie	Rodalia, Wash.	Peabody, Cecil Lorena...	San Fernando
Kuhnle, Helen Louise.....	Anaheim	Peters, Claire	Los Angeles
Lamson, Helen Dell.....	Corona	Poole, Isabelle Clara.....	Norwalk
Larimer, Gladys F.....	Los Angeles	Power, Jessie Hazel....	Baldwin Park
Larter, Viola Marie.....	Santa Ana	Pratt, Mildred Wyman...	Los Angeles
Laufman, Norman Juan...	Los Angeles	Proctor, Hallie May..	Huntington Park
Laurance, Georgia E...	San Bernardino	Reeve, Grace Agnes.....	Los Angeles
Lawhead, Emma	Whittier	Reeves, Iva Josephine.....	Orange
Lee, Agnes May.....	Los Angeles	Rich, Ione Isabel.....	Santa Ana
Leech, Dora Gail.....	Irwindale	Richardson, Helen P.....	Anaheim
le Mesneger, Louise Paz...	Los Angeles	Riley, Gladys Georgie.....	Ventura
Leonhardy, Alma.....	San Luis Obispo	Rippeto, Maxie Clara....	Los Angeles
Lewis, Clara	Norwalk	Robinson, Edna Jean.....	Salinas
Liddle, Maude G.....	Pasadena	Robinson, Elizabeth P....	Los Angeles
Lincoln, Sadie Marie.....	Charter Oak	Robinson, Leah	Los Angeles
Lindeman, Florence	Alhambra	Rosenthal, Doris P.....	Los Angeles
Llewellyn, Hilda Read.....	Asti	Rouse, Lorita B.....	Los Angeles
Lovely, Marjorie E.....	Los Angeles	Ruhland, Lutie R.....	Alhambra
Lukens, Anna M.....	Los Angeles	Rutty, Ellen	Pomona
McCarty, Maud	E. Highlands	Sandford, Saada M.....	Corona.
McCloskey, Pearl	Los Angeles	Savory, Frankie	Pasadena
McClure, Clara B.....	Los Angeles	Saulque, Helen	Inglewood
McCoid, Evelynne E.....	Whittier	Schneider, Rose Aline....	Los Angeles
McHugh, Margaret	Los Angeles	Schwartz, Florence	Los Angeles
McIntyre, Myrtle	Ventura	Seeds, Corrine Aldine	Pasadena
McNeely, Mabel A.....	Los Angeles	Severance, Lena A....	San Bernardino
McOwan, Ella Edith.....	Los Angeles	Sharp, Lucile	Tustin
Maas, Inez Elma.....	Los Angeles	Shrode, Frances Bertha....	Monrovia
Mahon, Elsie	Santa Paula	Shultz, June Marguerite...	Los Angeles
Malter, Malvina D.....	Los Angeles	Silverton, Fay M.....	San Gabriel
Martin, Minnie	Pomona	Sinclair, Margaret Mary..	Los Angeles
Mathews, De Rose.....	Los Angeles	Smith, A. Grace.....	Los Angeles
Mathewson, Ruth	Los Angeles	Smith, Agnes Cornelia.....	Colegrove
Merriles, Jessie Elizabeth...	Redlands	Smith, Frances	Los Angeles
Metz, Isabelle B.....	Madera	Smith, Margaret Laverna...	San Diego
Millage, Violet	San Bernardino	Smith, Ruth Pauline.....	Bakersfield
Miller, Bertie	Los Angeles	Sprague, Grace	Los Angeles
Mitchell, Lorraine	Glendale	Sproul, De Attreass.....	Los Angeles
Mitchell, T. Annette..	Huntington Park	Stanley, Edith Priscilla...	Santa Ana
Moody, Nella	Los Angeles	Stein, Lucy	Los Angeles
Moore, Lena Stamps.....	Rivera	Stewart, Blanche	Los Angeles
Morton, Ella	Santa Barbara	Sukeforth, Lucile	Nevada City
Morton, Louise Blanche...	Los Angeles	Sunderland, Florence....	Los Angeles
Moss, Lillian K.....	Los Angeles	Sutton, Mabel Alexia....	Los Angeles
Munger, Clara	El Toro	Sweet, Marie	Los Angeles
Munhall, Beryl C.....	Orange	Sylvia, Lillian Lucy.....	Wilmington
Nelson, Emily	Rivera	Symonds, L. Margie.....	Los Angeles
Newlan, Victor	Norwalk	Talcott, Grace May.....	Santa Ana
Newman, Lola	Visalia	Thiele, Catherine	Los Angeles
Oneal, Gertrude	Pasadena	Thompson, Mary Belle...	Seal Gardens

Junior Classes—Continued

Thompson, Maude V....South Pasadena	Webb, Lillian Ethel.....Los Angeles
Towne, Gladys Florence.....Downey	Whitaker, Florence E.....Los Angeles
Trask, Ida May.....Los Angeles	White, EleanorLos Angeles
Uttley, Elva L.....Santa Ana	White, Mae B.....Los Angeles
Vessey, Winifred B.....Pasadena	Wilcox, RettaLos Angeles
Vickers, JosephineLos Angeles	Williams, Ruth C.....San Bernardino
Walk, Annie Belle.....Downey	Willmert, Alma N.....Los Angeles
Walker, Lella Cleaves.....Fresno	Wilson, Lottie Ethyle...Anderson, Ind.
Wallop, Edith Lillian.....Anaheim	Wright, Edna Lillian.....Orange
Ward, IreneGlendale	Wright, EthelSanta Ana
Warner, Thea M.....Los Angeles	Zinnamon, LenoreLos Angeles
Webb, Effie Georgie..Ft. Worth, Texas	

Total.....245

ACADEMIC PROFESSIONAL DEPARTMENT

Senior Class

Blunck, IrmaLos Angeles	Seaman, Josephine A.....Los Angeles
Riggins, Edna B.....Los Angeles	

Total.....3

KINDERGARTEN TRAINING DEPARTMENT

Senior Class

Arenschield, Lola M.....Glendora	Maurice, Edith Lois.....Los Angeles
Boydston, Vinna K....Fairmont, W. Va.	Putnam, Lelia Isabel.....Pasadena
Cameron, Mrs. M. E.....Los Angeles	Reed, HelenMonrovia
Carnes, Margaret Rose....Los Angeles	Schiffman, Eulalia Irene..St. Paul, Minn.
Carpenter, Susan W.....Los Angeles	Sherk, MildredPasadena
Doughty, Vivian Ellen...E. Hollywood	Shipman, Angela Cosio...Ocean Park
Egbert, MargueritePasadena	Snyder, Evelyn Wilson...Los Angeles
Fallis, NannieLos Angeles	Waterman, GertrudeLos Angeles
Foster, Edith H.....Los Angeles	Williams, Elizabeth Page....Pasadena
Hurst, Edith Rosalie....Los Angeles	Williams, Miriam C.....Pasadena
Lamb, Gladys V.....Los Angeles	Wimberly, PersiaPasadena
MacKalip, Marguerite....Los Angeles	Winston, Marguerite Y....Los Angeles
McKellar, FlorencePasadena	

Total.....25

Including graduates of November 25, 1908, and March 12, 1909.

Junior Class

Amis, Bonnie Ethel.....	Fullerton	Jones, Mrs. Mary P.....	Fargo, N. D.
Baker, Vesta Maurita....	S. Pasadena	La Fetra, Anna Irene.....	Glendora
Brown, Edna Vincent....	Los Angeles	Mathews, Ruth	Hagerstown, Ind.
Brunson, Zekie K.....	Downey	Mernin, Marie	Ocean Park
Dalmazzo, Marion J.....	Los Angeles	Murrieta, Lita	Los Angeles
Grant, Sybil Hope.....	Los Angeles	Neiswender, Mildred	Los Angeles
Hamilton, Helen	Santa Monica	Newman, Alberta Emma...	Los Angeles
Hanly, Edith	Alhambra	Osius, Hazel Violet.....	Los Angeles
Harcus, Rothel Matilda...	Los Angeles	Scott, Cassie B.....	Los Angeles
Hensler, Norma	Santa Monica	Smith, Adelaide	Los Angeles
Hewetson, Mary Ross....	Los Angeles	Stewart, Helen	Los Angeles
Holmes, Gladys E.....	Los Angeles	Stewart, Pearl	Los Angeles
Howes, Mrs. Mary W.....	Los Angeles	Thompson, Ella	Los Angeles
Hulette, Gertrude	Los Angeles	Vallely, Eleanor C.....	Los Angeles
Irvine, Florence Maie.....	Whittier	West, Genie	Newmark
Total.....	30		

SPECIAL STUDENTS AND VISITING TEACHERS

Andrews, Hattie L. (A.B.)..	Long Beach	Johnson, Beulah*	Los Angeles
Bagley, Mrs. Laura B.*...	Los Angeles	Keithley, Maude	Los Angeles
Blakeman, Rozella May....	Los Angeles	Macy, Ala Alma.....	Long Beach
Blewett, Myrtle	Los Angeles	Miller, Mary Dorothea....	Udall, Kan.
Bode, Lottie	South Bend, Wash.	Miller, Virginia*	Los Angeles
Crump, La Veta*.....	Hemet	Mills, Mrs. Ada F.....	Los Angeles
Dabney, Nellie Pearl.....	Los Angeles	Thompson, Nellie	Los Angeles
Dickinson, Mary	Los Angeles	Whitely, Mrs. Janie A.....	Los Angeles
Dunham, Helen M.....	Oakdale, Neb.	Whitlock, Frances J.....	Los Angeles
Gibson, Elizabeth*	Los Angeles	Williams, Mrs. Victoria G..	Los Angeles
Golding, Mrs. Helen E....	Los Angeles	Williamson, Estelle*	Hollywood
Hazen, Bessie E.....	Pasadena	Woods, Mrs. Edna St. Merry*.....	Los Angeles
Hornby, Ralph W.....	Alhambra		
James, Harriet Bell.....	Los Angeles		
Total.....	26		

Total number of students in General Professional Department.....	552
Total number of students in Academic Professional Department.....	3
Total number of students in Kindergarten Training Department.....	55
Special students and Visiting Teachers.....	26
Total number enrolled in Normal School.....	636
Pursuing two courses; counted twice.....	2
Total, excluding names counted twice.....	634

* Postgraduate.

PUPILS ENROLLED IN TRAINING SCHOOL

Number of pupils enrolled in Eighth Grade.....	56
Number of pupils enrolled in Seventh Grade.....	67
Number of pupils enrolled in Sixth Grade	71
Number of pupils enrolled in Fifth Grade	69
Number of pupils enrolled in Fourth Grade.....	73
Number of pupils enrolled in Third Grade.....	83
Number of pupils enrolled in Second Grade.....	82
Number of pupils enrolled in First Grade.....	89
Number of pupils enrolled in Kindergarten	61
<hr/>	
Total number enrolled in Training School.....	651

SUMMARY

Total number students in Normal School.....	634
Total number pupils in Training School	651
<hr/>	
Total number enrolled, all departments.....	1,285

GRADUATES

SUMMER CLASS, JUNE, 1908

General Professional Course

Grace M. Aldridge	Grace E. Hussey	Margaret E. Piles
Gertrude Ambrose	Mary C. Hutton	Irene Pownall
Richard Kenneth Bailey	Grace Louise James (A.B.)	Grace L. Rankin
Ruth Rochester Bliss	John Johnson	Annie L. Raymond
John Bryson	Kathleen Johnston	Lorna A. Reavis
Isabel C. Bullock (A.B.)	Alice Jones	Pearl Ethelyn Reed (A.B.)
Georgia C. Burke	Harriet E. Jones	Georgia M. Rhoades
Alice E. Burns	Laura A. Jones	Isabelle W. Richardson
Margaret Campbell	Mary Thurston Jones	Marie J. Rouse
Wilhelmina Chancellor	Marjorie R. Kibbee	Margaret A. Sanderson
Carrie Chandler	Walter Kressen	M. Grace Satterlee
Maude R. Christman	J. Samuel Lacy	Bessie Seay
Alice Mabel Clark	Carol Letitia Larkins	Lurline E. Short
Catherine R. Colvert	Lelia Laughlin	Rhuamah M. Smith
Mabel Creager	Grace Alda Lee	Anna Sollinger
Mae Crothers	M. Valeria Clarke Lee	Lillie M. Stanley
Elsie Elizabeth Crowley	Winona Lee	Georgie J. Steck (A.B.)
La Veta Crump	Margaret Little (A.B.)	Margaret M. L. Stewart
Mary Crump	Zena McDonald	Wilford E. Talbert
Helen Park des Granges	Clara Marshall	Nain Taylor (A.B.)
Mary Teresa Dinneen	Frieda Mauch	Jessie N. Templeton
Lillie Jennie Dodge	Grace H. Miller	Elizabeth M. Thompson
Ethel Theresa Downing	Iva M. Miller (A.B.)	Margaret Todd
Lelia E. Dye	Katherine Miller	Jennie S. Treacy
Hazel W. Eldred	Virginia Elizabeth Miller	Ellen Elizabeth Tupman
Hattie Jackson English	Vivian Miller	Maude C. Unger
Emily Evans	M. Jeanette Mitchell	Laura E. Venable
Edna M. Finney	Nora L. Mitchell	Annie Elizabeth Waters
Gladys Freeman	Nellie D. Molique	Bessie S. Watkins
Josephine M. Fulgham	Kathleen A. Montgomery	Etta B. Watkins
Cecelia May Giffen	Lenore Edna Morgan	Georgia A. West
Florence Gilbert	Barbara H. Morrison	Martha Zoe Westland
Fannie Boardman Goodrich	Imogene M. Murphy	Ethel M. Wilcox
Maude A. Granger	Mary L. Oakey (B.L.)	Lucy E. Whittlesey
Lillian Gray	Alice M. O'Donnell	Elva Williams
Florence Greening	Mary Nims Patterson	Mary V. Williams
Annie L. Greve	Jessie K. Paxton	M. Estelle Williamson (A.B.)
Effie Harris	Margaret Paxton	Bessie Wine
Porter E. Hillman	Ysidora Pedroarena	Nancy Reddington Wright
Ora Hooker	Bertha T. Pierce	Lura May Yandell
Leonore L. Hund		

Kindergarten Training Course

Adeline C. Alexander	Georgia Lomax	Margaret E. Reynolds
Hazel Clark	Josephine McMillan	Sarah Utley
Vinnie Dey Ermand	Mary Elizabeth Metcalfe	Jennie Ethel Wilson
Beulah Johnson	Alice Nicholas	Laura L. Wood

AUTUMN CLASS, NOVEMBER, 1908**General Professional Course**

Marion Amidon	Elizabeth A. Horton (B.L.)	Orma Rosanna Ross
Cynthia M. Ball	M. Lila Hovey	Florence Irma Schwartz
Alice Katherine Beck	Elsie M. Jensen	Helen Roberta Scott
Amy Citoyenne Clark	Josephine E. Lane	Marion Seay
Mary Clark (A.B.)	Louise May McHugh	Myrtle Ruby Shillington
Eula Maude Crane	Jean MacMillan	Helene Margaret Stull
E. Alice Cunningham	Annie M. Mason	Mabel Mildred Vale (A.B.)
Mary M. Curtin	Mildred Ethel Mogle	Louise Robb Vandegrift
Mae Marian Durkee	Rose E. Porter	Edith Newell Van Sittert
Lena Bright Eikenberry	Ethel E. Richards	Edith M. Woodham
Alice Mary Hardesty	Lillian Perry Robinson	Edna Lucile Wooley
Litta Belle Hibben		

Kindergarten Training Course

Marguerite Egbert

Marguerite MacKalip

SPRING CLASS, MARCH, 1909.**General Professional Course**

Gertrude Crouse Bailey	Emma Goeddel	Bessie Anna Morris
Kathleen Sue Beck	Mary Sidney Gray	Florence L. Olerich
Beatrice Beckett*	Cicily Okeline Haan	Mary Frances Pierce (B.L.)
W. Everett Blanchard (B.L.)	Mary Ada Hall	Ruth Harding Pitts
Bertha Boal (B.L.)	Ethel Grace Hoffman	Eva Stokes Rice
Dorothy Beatrice Bond	Mary E. Holt	Charlotte B. Suites (A.B.)
Isabelle M. Bowers (A.B.)	Eva Grace Horder	Mary E. Taney
Arthur D. Brant	Helen Gregg Inghram	Violet Maude Thayer
Leonie Helen Bretz	Maud R. Jones	Mary Emma Thomas (A.B.)
Margaret Louise Cooper	Anna T. Kent (A.B.)	Harriet E. Thompson (A.B.)
Mildred I. Crosier (A.B.)	Fannie V. King	Alta Evelyn Thornton (A.B.)
Ruth Crouch	Gladys V. Lamb	Elsa von Dornum
Ina Margaret Davids	Addie Tipton Larkins	James Weinstein
Annette Deardorff	Ethel Elda Marble	Pearl Wiggins (B.S.)
Phoebe Espey	Maude M. McJohnston	Lottie Mae Wonders
Camille M'liss Giffen		

* Graduate Kindergarten Training Course, 1905.

Academic Professional Course

Irma Blunck

Kindergarten Training Course

Vivian Ellen Doughty

Gertrude Waterman

NUMBER OF GRADUATES SINCE ORGANIZATION

1. Year ending June 30, 1884.....	22
2. Year ending June 30, 1885.....	35
3. Year ending June 30, 1886.....	43
4. Year ending June 30, 1887.....	48
5. Year ending June 30, 1888.....	35
6. Year ending June 30, 1889.....	57
7. Year ending June 30, 1890.....	53
8. Year ending June 30, 1891.....	75
9. Year ending June 30, 1892.....	78
10. Year ending June 30, 1893.....	88
11. Year ending June 30, 1894.....	77
12. Year ending June 30, 1895.....	81
13. Year ending June 30, 1896.....	65
14. Year ending June 30, 1897.....	56
15. Year ending June 30, 1898.....	89
16. Year ending June 30, 1899.....	107
17. Year ending June 30, 1900.....	127
18. Year ending June 30, 1901.....	130
19. Year ending June 30, 1902.....	106
20. Year ending June 30, 1903.....	109
21. Year ending June 30, 1904.....	96
22. Year ending June 30, 1905.....	120
23. Year ending June 30, 1906.....	155
24. Year ending June 30, 1907.....	138
25. Year ending June 30, 1908.....	210
26. Class of November, 1908, and March, 1909.....	85
Total	2,285
Number graduating from two courses; counted twice.....	19
Total, excluding names counted twice.....	2,266

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE.



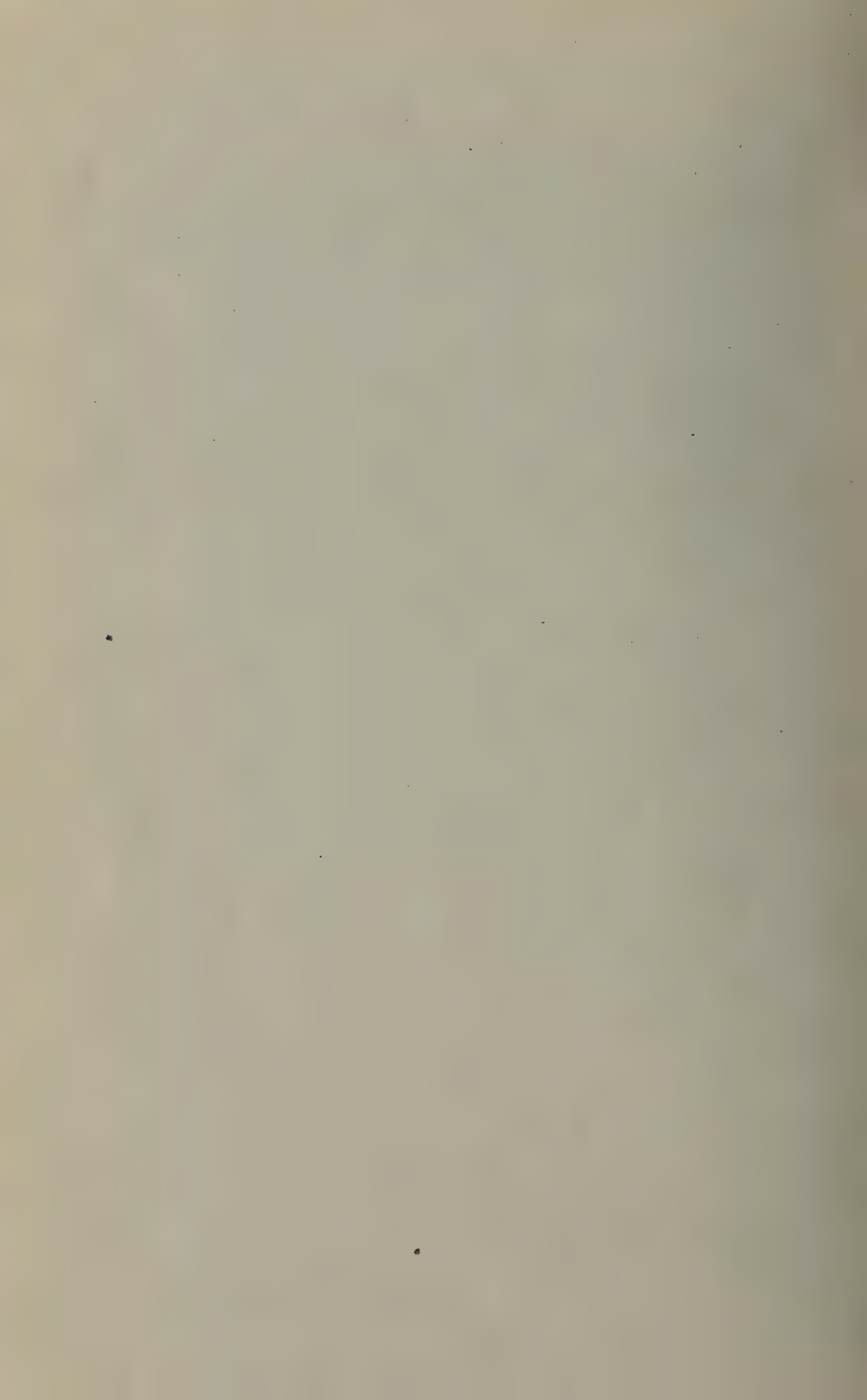
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STATE
UNIVERSITY OF CALIFORNIA
LOS ANGELES

The Los Angeles State Normal School Bulletin

**REGISTER OF 1909-10 AND
ANNOUNCEMENTS FOR 1910-11**

TWENTY-EIGHTH YEAR



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ANNUAL CATALOG

FOR THE

School Year Ending June 30, 1910

AND

BULLETIN OF INFORMATION

FOR 1910-1911

IF YOU intend ultimately to teach in a California High School and for that purpose have in mind to take a University course sooner or later, you will find of special interest the statements relating to the new Academic Professional Course printed on pages 12, 13, 19, and 29.

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FOR THE

School Year Ending June 30, 1910

AND

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FOR 1910-1911

SACRAMENTO

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1910

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CALENDAR FOR 1910-1911

FIRST TERM

- General Faculty meeting - - 9 A. M., Friday, September 9, 1910
- Student teachers report for arrangement of programs,
10 A. M., Friday, September 9, 1910
- Training School conferences - 1 P. M., Saturday, September 10, 1910
- Examinations for removal of conditions,
10 A. M., Monday, September 12, 1910
- Registration - - - - - Monday, Tuesday, and
Wednesday A. M., September 12, 13, and 14, 1910
- Enrollment in classes - 9 A. M., Wednesday, September 14, 1910
- Thanksgiving recess begins - 12 M., Wednesday, November 23, 1910
- School reopens - - - - 9 A. M., Monday, November 28, 1910
- Term closes - - - - - Friday evening, December 16, 1910
-

SECOND TERM

- Registration - - - - - Monday, January 2, 1911
- Enrollment in classes - - - 9 A. M., Tuesday, January 3, 1911
- Term closes - - - - - Friday evening, March 24, 1911
-

THIRD TERM

- Registration - - - - - Monday, April 3, 1911
- Enrollment in classes - - - 9 A. M., Tuesday, April 4, 1911
- Spring recess begins - - - 3 P. M., Friday, April 14, 1911
- School reopens - - - - 9 A. M., Monday, April 24, 1911
- Commencement - - - - - 10 A. M., Friday, June 23, 1911

BOARD OF TRUSTEES

JAMES N. GILLETT, -	-	-	-	-	-	Governor of California
						Ex Officio
EDWARD HYATT, -	-	-	-	-	-	Superintendent Public Instruction
						Ex Officio
LEWIS S. THORPE, M.D.*	-	-	-	-	-	Los Angeles
RICHARD MELROSE	-	-	-	-	-	Anaheim
GEORGE I. COCHRAN,	-	-	-	-	-	Los Angeles
ALONZO B. CASS,	-	-	-	-	-	Los Angeles
HENLEY C. BOOTH,	-	-	-	-	-	Santa Barbara
WILLIAM E. OLIVER†	-	-	-	-	-	Los Angeles

OFFICERS OF THE BOARD

LEWIS S. THORPE,	-	-	-	-	-	-	President
J. F. MILLSPAUGH,	-	-	-	-	-	-	Secretary

EXECUTIVE COMMITTEE

LEWIS S. THORPE	RICHARD MELROSE
ALONZO B. CASS	

*Resigned April, 1910.

†To succeed Lewis S. Thorpe, M.D.

FACULTY

JESSE F. MILLSPAUGH, A.M., M.D., PRESIDENT,
School Law

HARRIET E. DUNN,
Secretary of Faculty

MAY A. ENGLISH,
Mathematics and Physiology

JOSEPHINE E. SEAMAN,
English

JAMES F. CHAMBERLAIN, ED.B., B.S.,
Geography and Physiography

EVERETT SHEPARDSON, A.M.,
Supervisor of Training School

SARAH J. JACOBS,
Director of Physical Training

JENNIE HAGAN GOODWIN,*
Music

JESSICA C. HAZZARD,†
Domestic Science and Domestic Art

FRED ALLISON HOWE, LL.B., PH.D.,
English

LOYE HOLMES MILLER, M.S.,
Biology and Nature Study

CHARLES W. KENT, B.S.,
Manual Training

NELLIE H. GERE,
Art

*Resigned at close of first term.

†Absent on leave.

FACULTY—Continued.

ALICE M. HUNNEWELL,
Reading

LEWIS M. TERMAN, PH.D.,
Child Study and Pedagogy

CLAYTON F. PALMER, A.M.,
Agricultural Nature Study

ARNOLD L. GESELL, PH.D.,
Psychology and Education

RACHEL T. RICHARDSON,
Assistant in Manual Training

ALMA B. SAWYER, M.L., A.M.,
History, Psychology, and Education

MYRTLE BLEWETT,
Assistant in Music

ADA J. MILLER, PH.B., A.M.,
English

REGINA O'KANE,
Assistant in Art

JOSEPHINE BARCLAY, B.Sc.,
Domestic Science and Domestic Art

A. A. MACURDA, M.A.,*
School Management, History, Arithmetic

MADGE STEPHENS,*
Music

KINDERGARTEN TRAINING DEPARTMENT

ISABEL FRENCH, *Director* MAUD WHITLOCK, B.S., *Assistant*

*After January 1.

TRAINING SCHOOL TEACHERS

KATE F. OSGOOD

*Supervisory City Principal and Assistant Supervisor of
Training School*

CLARA M. PRESTON, *Fourth Grade*

HELEN C. MACKENZIE, *Third Grade*

SARAH E. WOODBURY, *Seventh and Eighth Grades*

HELEN E. MATTHEWSON, *Eighth Grade*

ELSIE SECKLER, *Second Grade*

MARGARET MEADER, *First Grade*

EDNA T. COOK, B.S., *Sixth and Seventh Grades*

HELEN GOSS, *Fifth Grade*

EMMA J. ROBINSON, *Sixth Grade*

ELIZABETH H. FARGO,
Librarian

MARJORIE H. VAN DEUSEN, A.B.,
Assistant Librarian

IVA E. MAIER,
Office Secretary

EDWIN P. CARR, *Engineer*

JAMES C. MAJOR, *Head Janitor*

JOHN BROWN, *Gardener*

GENERAL INFORMATION

Aims

The institution was established and is maintained for the purpose of preparing teachers for the public schools of California. With this as its sole aim, the school admits to its classes only those who intend to serve as teachers. It offers its privileges, however, not only to properly qualified students who have not taught, but also to teachers of experience who desire either to pursue special studies further, or to complete one of the courses required for graduation.

To those who are fitted for it by nature and education, the career of teaching proves no disappointment. But they only can hope for success as teachers who combine with good health and good mental ability such other equally important qualities as industry, perseverance, and pleasing address; and who are animated by truly professional, as distinguished from commercial ambitions. Those who are conscious of marked limitations in any of these directions are earnestly advised to pursue other vocations.

Conduct of Students

The school fixes few arbitrary rules or restrictive regulations. Those students only are admitted who are believed to have well-formed and correct habits. Both in the school and elsewhere they are expected to maintain the attitude and bearing of cultivated people and to be guided by principles of morality and honor.

The entire atmosphere of the institution is conducive to a feeling of responsibility and lofty purpose on the part of the students. Character, as the fundamentally important qualification of every teacher, is the result aimed at in all the governmental work of the school. Courtesy, politeness, and the usages of refined society, in general, are assiduously cultivated; but in a manner which does not lessen happiness and good cheer, qualities as necessary for the teacher as for the student.

Group Teachers

The government of the school is largely maintained, and the detail work of management carried forward, by means of the group-teacher system. The students are divided into groups, numbering in each from twenty to thirty. A teacher is assigned to the charge of each group. Several important offices fall to the duty of group teachers. They advise students in regard to their courses and make out the individual programs. They have direct charge of the students through the term and

keep themselves informed as to the work of each. They receive reports of attendance, tardiness, and temporary absence, and hold students responsible for a lack of performance of duty. They meet all students in their respective groups as circumstances require to receive reports and give general advice and directions.

When in difficulty of any kind or in need of advice, students first consult their group teacher, who gives such assistance or counsel as the case may require. Under this plan every student in the school may receive the personal attention of some teacher, especially appointed for this purpose, whether the difficulty is one involving illness, failure in studies, or school discipline.

Expenses

There is no charge for tuition. Books cost on an average about \$5.00 per term; instruments, stationery, and material for individual use, from \$5.00 to \$12.00 for the two years. The cost of working materials for ordinary use in all departments, including library and lecture fees, formerly charged, is met by payment of \$0.50 at the opening of each term, aggregating \$3.00 for the two years. The only additional outlay incidental to attendance is the possible charge incurred for breakage of apparatus and loss or injury of books, etc.

Board, including room with light and heat, in which two persons share, in private families, costs from \$18.00 to \$25.00 per month. Living expenses may be reduced by students who rent rooms and board themselves. Rooms for this purpose, intended for two students, can be obtained at from \$10.00 to \$15.00 per month. Though expenses may in this way be lessened, the plan is not recommended, except in cases of necessity. There are many good opportunities for really capable students to meet part or all of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two terms longer to complete the course and thus avoid the danger of overwork.

Residence

Non-resident students *are required* to have rooms and board in places approved by the faculty. Before engaging rooms or board and before changing rooms, therefore, such students should consult the Secretary of the Faculty, receive from her a list of approved homes from which to make selection, or confer with her concerning proposed arrangements. Failure to comply with this requirement renders them liable to an enforced change of residence. To meet students for such conference the secretary will be in attendance at the building during the entire week preceding the opening of school each term.

Loan Fund

For the purpose of aiding students who have completed half or more of their course of study, and who for financial reasons are unable without assistance to continue their work and graduate, a students' loan fund, amounting to a few hundred dollars, has been formed and is available under conditions which provide for its safety and equable distribution. Several classes on their graduation have made substantial additions to the fund in the form of class memorials, thus expressing in a most practical way their loyalty to their alma mater and, at the same time, performing a valuable public service. The president of the school is treasurer of the fund.

Social Life and Miscellaneous Opportunities

There are the societies customary in schools of this class—Christian Associations, Glee Clubs, Tennis Clubs, Athletic Clubs, Debating Clubs, etc.—for the promotion of literary, religious, and social life, and for the recreation of students. Everything consistent with the main purpose of the school is done by the faculty to make the social life of students as pleasant and varied as possible.

In connection with the regular class work in music, the entire school is included in a grand chorus, which meets for a definite period every day for instruction in the methods of chorus work, interpretation of musical masterpieces, and practice in group singing.

During each year, with such frequency as seems desirable, lectures and addresses are given before the entire school by men of note as public speakers, generally without expense to students. In the same way a few choice musical entertainments are arranged for.

Besides the usual opportunities for practice in composition and expression in connection with the regular work of the school, the publication of the "Exponent," and the presentation of a play by the class graduating at the end of each year, under the direction of the Department of Reading, afford highly valuable training in literary composition and dramatic expression.

The library contains some 18,500 volumes of carefully selected books, a large number of pamphlets, and the leading magazines, literary and educational. Excepting certain books which are reserved at various times for the use of classes engaged upon subjects to which they relate, any volume in the library may be drawn by students for private use at their homes. In addition to the library of the school, the large Los Angeles Public Library is located only a short distance away and is open for the free use of students.

Legal Status of Graduates from the State Normal Schools of California

School Law of California: Section 1503. (1) The Board of Trustees of each State Normal School, upon the recommendation of the Faculty,

may issue to those pupils who worthily complete the prescribed course of study and training diplomas of graduation, from either the normal department or the kindergarten department, or both.

(2) Such diploma from the normal department shall entitle the holder thereof to a certificate corresponding in grade to the grade of the diploma from any county, or city and county, board of education in the State. One from the kindergarten department shall entitle the holder to a certificate to teach any kindergarten class of any primary school in the State.

The first certificate referred to is the elementary certificate entitling the holder to teach in any primary or grammar school in California.

(3) After two years of teaching in this State, on the recommendation of any County Board of Education, the State Board of Education grants to graduates of the Normal School a normal document, which is in effect a permanent certificate to teach in the elementary schools of California.

The Relation of the State Normal School to the Universities and Colleges of California

The Normal School stands in close relation to the institutions of higher education in California. On completing the normal course, either immediately or after a brief experience in teaching, many ambitious students continue their studies at the State University or at Leland Stanford Junior University. This custom receives the approval and encouragement of both universities as well as of the Normal School.

Under the same arrangements as heretofore existing, graduates of the State normal schools who are also graduates of accredited high schools and who are especially recommended by the normal school faculties, may enter either of the above universities with a credit of 32 units, and thus be enabled to complete their college course in three years.

Relations with the State University have recently been still further extended by an arrangement which secures for students who are planning to become high school teachers, 48 units of advanced credit at that institution. The following statement fully explains the plan:

"The maximum credit (48 units) will be allowed when the applicant can, in one semester's work at the University, complete the requirements for the Junior Certificate. The credit granted in any given case shall not relieve the student of prerequisites in any department of the University in which advanced work is to be taken in the Upper Division; but any department may, at its discretion, accept any portion of the normal school work included within the total of advanced credit, as satisfying prerequisites for advanced work in that department."

In furtherance of this arrangement, a new course to be known as the Academic-Professional Course will hereafter be open to students who come to us fully recommended from accredited high schools, and who elect this course on their admission to the normal school.

By shaping his course in accordance with this plan, it will be noted that a fully recommended student may obtain his diploma from the normal school, his university degree, and his certificate to teach in the high schools of the State in the same time that the degree and certificate could be secured if he were to enter the university directly from the high school.

Though no agreements applicable to all cases have been reached regarding allowance of credit by the colleges of southern California to graduates of the Normal School who desire to continue their studies in an institution of higher academic learning, each case is given generous consideration on the basis of the preparatory work and the professional studies completed.

The Normal School's Part in the Preparation of High School Teachers who Hold University Degrees

Under the rules of the State Board of Education certificates to teach in the public high schools of California are granted "to candidates who have received the bachelor's degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the bachelor's degree they have successfully completed at least one year of graduate study in a university belonging to the Association of American Universities; which year of graduate study shall include one half year of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school), and such other time in a well-equipped training school of secondary grade directed by the Department of Education of any one of the universities of the association, as may be necessary to fulfill the pedagogical requirements prescribed by this board."

Such diploma from the normal department shall entitle the holder thereof to a certificate corresponding in grade to the grade of the diploma from any county, or city and county, board of education in the State. One from the kindergarten department shall entitle the holder to a certificate to teach any kindergarten class of any primary school in the State.

The first certificate referred to is the elementary certificate entitling the holder to teach in any primary or grammar school in California.

GENERAL REQUIREMENTS FOR ADMISSION

Applicants for admission must be sixteen years of age and of good personality. They must also present evidence of good health, of sound moral character, and of the necessary preparation to meet the requirements of the course of study.

Health

According to a regulation of the Board of Trustees, each applicant must furnish evidence of being strong physically and free from chronic defects that would prevent successful work in the school or would militate against his or her fitness as a teacher of children. Before admission is complete, therefore, each student will receive a health examination from the instructor in physical training. Those in whom this examination reveals defects that appear likely to unfit for successful work, either as student or as teacher, will be required to obtain from a licensed physician, on blanks furnished by the school, certificates showing health to be in satisfactory condition; and in the event of inability to secure these will be asked to withdraw.

Declaration of Intention to Teach in California

On entering the school students are required to make and sign the following declaration:

I hereby declare that my purpose in entering the school is to fit myself for teaching, and that I intend to teach in the public schools of this State, or in the State or Territory where I reside.

Scholastic Requirements for Admission and Graduation

The scholastic requirements for admission may be met in several ways:

I. A graduate of any secondary school of this State requiring four years of work in advance of the eighth grade will be admitted, provided that at least 30 units* of preparatory work are of such quality as to warrant recommendation to the State University; but matriculation will be complete only when the student presents either—

(a) Credentials requisite for admission to any one of the colleges of the State University; or,

(b) Credentials showing acceptable work in English, 6 units; Plane Geometry, 3 units; Algebra, through Quadratics, 3 units; History and Government of the United States, 3 units; Science, 3 units.

*A subject pursued in the high school for 5 periods per week for one year is valued at 3 units.

II. In general, the requirements for admission to the General Professional Course and to the Kindergarten Training Course are the same; but since a certain degree of proficiency in piano playing is a necessary qualification of the well-equipped kindergartner, before admission to the latter course applicants will be required to show ability to play acceptably simple melodies and marches; and before entering upon the work of the senior year, ability to play in good rhythm the movement music of the Kindergarten and to accompany the songs used in the work.

The requirements for admission to the Academic-Professional Course are stated in I (a).

III. Admission is granted to candidates who are able to show by acceptable credentials from private secondary schools or high schools of other states, qualifications fully equivalent to those required by I.

IV. Holders of California teachers' certificates of the grammar grade or of certificates of first grade from other states, who have taught with ability and success for two or more years, will be admitted to regular courses. Such students will, before graduation, be required to make good any deficiencies in their preliminary training whose existence their work in this school may reveal.

V. Any teachers of experience, not candidates for graduation, who give evidence of their preparation to enter regular classes will be admitted to the school as visiting teachers for the purpose of doing special work. Their choice of subjects in all cases will be made with the approval of the Committee on Visiting Teachers. No visiting teacher will be permitted to attend classes for more than one year without fulfilling regular requirements for admission.

VI. Credits obtained in the State normal schools of California or other states are honored for the work represented by them.

VII. Credits offered by undergraduates of colleges and universities of good standing are accepted so far as they cover, or are deemed fair equivalents of, the work of the regular course of study.

VIII. Students who are unable to bring credits from other schools, but who satisfy the President that they have successfully pursued subjects included in their course under approved conditions and for sufficient time, will be given proper admission or advanced standing on sustaining satisfactory examination in such subjects.

IX. Students who have received the bachelor's degree from a college requiring not less than eight years of high school and college training will be admitted to special courses, covering two terms, devoted mainly to pedagogical study and practice teaching. Satisfactory completion of this work will entitle students to a diploma of graduation from the General Professional Course.

X. In general, the Training Department of the school furnishes opportunity of teaching to candidates for graduation only. Until otherwise provided, however, facilities will be afforded by the school for the

practical teaching prescribed by the State Board of Education, as a prerequisite for the State high school certificate as set forth in Circular 4 of the Superintendent of Public Instruction.

XI. A student who has reached eighteen years of age and has been in attendance not less than one school year (except as noted in IX above) is entitled to a diploma when, according to the regulations of the school, he presents 120 units of credit, exclusive of Music IV, in either the General Professional or the Kindergarten Course, or 121 units of credit, exclusive of Music IV, in the Academic-Professional Course. (A unit of credit in the Normal School represents one recitation per week for thirteen weeks.)

General Information Relative to Admission and Classification

1. Conditions in matriculation subjects may be removed by examination only after work done under instruction approved by the President.

2. The standing of all students shall be probationary for the first term.

3. On graduation, students will not be recommended for advanced standing in institutions to which their entrance credentials would not have secured their admission.

4. To insure freedom from entrance conditions, students who expect to enter the normal school should, in their high school courses, pursue the subjects named in 1 (b) of Scholastic Requirements for Admission. They are advised, also, though not required, to include in their preparatory work two sciences, one physical (physics, chemistry, or physical geography), and one biological (botany, zoology, or physiology), and English history.

Those who intend to pursue the Academic-Professional Course are advised to take in the Junior or Senior year of the high school one of the two sciences suggested; and they are further advised to take in the high school four years of foreign language or languages, ancient or modern.

5. All entrance conditions, of any kind, must be removed before a student can be admitted to the Senior B class.

6. The number of terms indicated as necessary to complete the courses of study of the school is that required, *if the student has been admitted without condition and neither falls behind nor gains time in his course.* For various reasons some students require more than schedule time to meet satisfactorily all requirements. Unless admitted with some advanced credits, it is seldom possible for students to complete the course in less than the prescribed time.

7. In no case can advanced standing be obtained upon credits received in four-year high school courses. Subject to the regulations concerning substitutions, however, students may substitute certain high school credits for prescribed normal school work and elect other subjects in its place.

8. Students are admitted to the General Professional Course, for either full or partial work, at the opening of any term, without disadvantage in classification. But since the course of study is regularly completed in two years, and the demand for teachers is greatest in September, *it is better to enter for the full course at the opening of the first (fall) term* if employment in the public schools immediately after graduation is desired. The Kindergarten Training Course is open to new students, offering no advanced credits, at the opening of the first term only.

9. On account of the very great importance in teaching, of clear and correct expression, both oral and written, students who are not able to meet reasonable expectations in this respect will be assigned to special classes in English composition for the purpose of removing the deficiency.

10. Note should be taken of the days fixed by the calendar for examinations for admission, for advanced standing, and for the removal of conditions. At the opening of the fall term, new students should report *promptly on the first of the two days assigned by the calendar for registration; others on the second day. After the opening week* no student will be registered whose delay is not occasioned by reasons approved by the President. In case, therefore, any student is prevented by illness or other emergency from appearing on the opening day, he should, *in every case*, write the President, giving the cause of detention and mentioning the day of his expected arrival.

11. Blanks to be used by applicants for admission will be furnished upon application to the President.

COURSES OF STUDY

I. GENERAL PROFESSIONAL COURSE

FIRST YEAR

First term—Junior C

English I: Literature and Composition	3
Physiology	5
Geography I: Physical.....	4
Art I*	3
<i>and Manual Training I..</i>	<i>2</i>
<i>or</i>	<i>5</i>
Sewing or Cookery†.....	<i>5</i>
Music I.....	2
Physical Training	1

Second term—Junior B

English II: Literature and Composition.....	2
Psychology I: General.....	5
Nature Study I: Agricultural	4
Geography II: General.....	3
Manual Training II, IIa <i>or</i>	
Art I	3
Music II	2
Physical Training II.....	2

Third term—Junior A

English III: Grammar.....	5
Nature Study II: Biological..	4
Observation I	1
Reading I	5
Art II	3
Physical Training III	2

SECOND YEAR

Fourth term—Senior C

History I: Industrial History of the United States.....	5
Physical Training IV.....	2
Music III	2
Observation II	1
Child Study	5
Teaching I	5

Fifth term—Senior B

Arithmetic I	5
English IV: Literature.....	4
Physical Training V.....	2
Pedagogy	3
Observation III	1
Teaching II.....	5

Sixth term—Senior A

Music IV.....	1
History of Education.....	5
School Economy.....	2
School Law	1
Seminar in Teaching	1
Teaching III	10

Spelling and additional English will be required if work shows deficiency. See page 29.

Each of the subjects named above, except sewing, is offered each term; but for various reasons it sometimes becomes necessary for one or more groups of students to follow an order different from that given.

*Art I is postponed until the second term by students taking cookery or sewing the first term.

†Sewing is given in the spring term only. Exchanges in subjects are made to accommodate students entering in the fall or winter who desire to take sewing.

II. ACADEMIC-PROFESSIONAL COURSE

FIRST YEAR

First term—Junior C

English I: Literature and Composition	3
Latin I, German I, or French I	3
Arithmetic I	5
Nature Study I: Agricultural	4
Geography I: Physical	4
Physical Training I	1

Second term—Junior B

English II: Literature and Composition	2
Latin II, German II, or French II	3
History I: Industrial History of the United States	5
Psychology I: General	5
Geography II: General	3
Physical Training II	2

Third term—Junior A

English III: Grammar	5
Latin III, German III, or French III	3
Physiology	5
Observation I	1
Reading I	5
Physical Training III	2

SECOND YEAR

Fourth term—Senior C

Nature Study II: Biological ..	4
Latin IV, German IV, or French IV	3
Physical Training IV	2
Child Study	5
Observation II	1
Teaching I	5

Fifth term—Senior B

English IV: Literature	4
Latin V, German V, or French V	3
Physical Training V	2
Pedagogy	3
School Economy	2
Observation III	1
Teaching II	5

Sixth term—Senior A

Music IV	1
Latin VI, German VI, or French VI	3
History of Education	5
School Law	1
Seminar in Teaching	1
Teaching III	10

Spelling and additional English will be required if work shows deficiency. See page 29.

Students pursuing the Academic-Professional Course and planning to enter the College of Natural Sciences in the University, who are accredited in six years of Foreign Language work in the High School, may substitute (for all or a portion of the work in Foreign Language) courses from the following: Art I, II; Music I, II, III; Manual Training I, II, III; Cookery, Sewing; (see Regulation 12 concerning substitution); similarly, those planning to enter the College of Social Sciences, provided that two of the six years of High School language work were Latin.

III. KINDERGARTEN TRAINING COURSE

FIRST YEAR

First term—Junior C

English I: Literature and Composition	3
Physiology	5
Reading I	5
Music 1 <i>k</i>	2*
Theory I	1*
Games and Hygiene I.....	1*
Hand Work I	3*

Second term—Junior B

Music 1 <i>k</i>	2*
English II: Literature and Composition	2
English II <i>k</i> : Literature for Children	1*
Psychology I: General.....	5
Nature Study 1 <i>k</i> : Agricultural	2*
Art I	3
Music II <i>k</i>	2*
Theory II	1*
Games and Hygiene II.....	1*
Observation	4*

Third term—Junior A

Child Study	5
Nature Study II: Biological..	4
Art II	3
Music III <i>k</i>	3*
Theory III	1*
Games and Hygiene III.....	1*
Hand Work II.....	3*

SECOND YEAR

Fourth term—Senior C

Pedagogy	3
Music V <i>k</i>	1*
Theory IV	2*
Games and Hygiene IV.....	2*
Hand Work III.....	1*
Seminar 1 <i>k</i>	1*
Teaching 1 <i>k</i>	10*

Fifth term—Senior B

History of Education.....	5
Theory V	2*
English IV <i>k</i>	2*
Seminar II <i>k</i>	1*
Teaching II <i>k</i>	10*

Sixth term—Senior A

Primary Education	4
School Law	1
Music IV	1
Theory VI	1*
Games and Hygiene V.....	1*
Hand Work IV	1*
Seminar III <i>k</i>	1*
Teaching III <i>k</i>	10*

*These subjects are offered in only one term each year, the course being arranged for the convenience of students entering in the fall.

Spelling and additional English will be required if work shows deficiency. See page 29.

SYSTEM OF ELECTIVES AND SUBSTITUTIONS

In the following statements are set forth the subjects which may be pursued as electives under regulations governing election and substitution. In general, students are advised to pursue the course as outlined. Substitutions should be limited to cases in which they will serve to accomplish some definite purpose in the preparation for teaching. No classes in elective subjects will be formed unless the number desiring them warrants. All programs involving substitute work are subject to the approval of the President.

List of Electives

1. Subjects of the Kindergarten Training Course not included in the General Professional Course. Each of these subjects is offered only once each year. For assignment to terms consult the schedule of courses of study.
2. Biology: One term, five recitations per week, offered every term.
3. Physiography: Five recitations per week, winter term.
4. Economic Geography: Five recitations per week, spring term.
5. History II: Method, two recitations per week, every term.
6. History III: California, three recitations per week, spring term.
7. English V: Method in Literature, two recitations per week, every term.
8. English VI: Shakespeare, three recitations per week, spring term.
9. Reading II: Advanced, three recitations per week, winter term.
10. Art III: Advanced, four recitations per week, winter term.
11. Arithmetic II: Method, two recitations per week, winter and spring terms.
12. Manual Training: I, II, IIa, and III, every term; IV, V, VI, VII, and VIII when desired by a sufficient number of students.
13. Cookery: Five recitations per week, every term.
14. Sewing: Five recitations per week, spring term.
15. School Hygiene: Two recitations per week, spring term.
16. Primary Education: Four recitations per week, spring term.
17. Teaching IV: Individual assignment, any term of Senior year.

NOTE.—Every student pursuing the General Professional Course is required to take Manual Training I and II (or IIa) or Cookery or Sewing.

REGULATIONS CONCERNING SUBSTITUTIONS

1. Students accredited in Physiology may substitute Biology.
2. Students accredited in Physiology and either Botany or Zoology may substitute freely for Physiology.
3. Students accredited in Physical Geography may substitute for Geography I, Physiography, or Economic Geography.

4. Students accredited in three units of high school English, including one half year of English Grammar, may substitute freely for English III; those accredited in four units of high school English may substitute for English IV, provided the substitution includes English V; and if their course has included one half-year of English Grammar, they may substitute for English III also.

5. Students accredited in three units of high school history, including one year of U. S. History and Government, may substitute for History I, provided the substitution includes History II.

6. Students accredited in three units of high school mathematics may substitute for Arithmetic I, provided the substitution includes Arithmetic II.

7. Any student who is devoting two full years to the General Professional Course and who desires to give special attention to Manual Training and Domestic Science will be aided in this desire as far as practicable.

8. Students whose high school course has included Reading for a period equivalent to two years, two recitations per week, may substitute for Reading I, provided the substitution includes Reading II.

9. Students whose high school course has included Art for a period of two years, two recitations per week, may substitute for Art I or II. In each case the Art instructor is to determine which course will be required.

10. Students whose high school course has included Music for a period equivalent to two years, two recitations per week, may substitute, on approval of instructor in Music, for all music except III and IV.

11. Students who have taught for two or more years may substitute School Hygiene for School Economy.

12. The aggregate number of hours in the various substituted subjects must not be less than the aggregate number of hours assigned to the subjects for which substitutions are made.

13. In order that a student may obtain an elective to which he is entitled he may delay the pursuit of a subject or take a subject in advance of his group, provided he has the prerequisites for the pursuit of this advanced subject.

EXPLANATION OF COURSES OF STUDY

COURSE I. GENERAL PROFESSIONAL COURSE

AND

COURSE II. ACADEMIC-PROFESSIONAL COURSE

PSYCHOLOGY AND EDUCATION

The center of the distinctively professional training is experience in teaching. Subsidiary to this is the study of educational principles, psychological, historical, sociological, and ethical. Instruction is given in psychology, child study, pedagogy, school hygiene, school management, school law, and history of education. The required course in psychology is pursued in the second term of the first year. The courses in biology and physiology, which precede the psychology, place special emphasis upon the development and function of the nervous system. They furnish students a basis for the appreciation of the biological standpoint of the psychology. An elective course in advanced psychology is offered in the spring term. Psychology is followed, in the first term of the senior year by child study, and in the second term by pedagogy, both courses carried on simultaneously with teaching. In the senior year, systematic instruction is given in school management, school law, and history of education. Required and elective courses in the methods of various subjects, and a course in primary education are offered. Attention is given to school hygiene in connection with psychology, child study, and school management. There is also an elective course in school hygiene. Students teach in the Training School for one period or more a day throughout the senior year. Closely correlated with this teaching are observations in the Training School, seminars, and conferences.

Following is a summary of the work in each of the professional subjects:

Psychology I: Educational Psychology

Prerequisite: The Normal School course in physiology, or its equivalent.

The course aims to give a knowledge of the fundamental facts of consciousness. The interdependence of body and mind, and the effects of environment upon mental development, are emphasized. The limits and meaning of education are treated from the biological and genetic point of view.

Five hours per week for one term.

Psychology II: Advanced Psychology

Prerequisite: Psychology I, or its equivalent. Elective under the regulations governing elections.

The problems of modern psychology which are most important for educational theory are studied concretely. Much attention is given to the results of experimental pedagogy, particularly to those dealing with the special school subjects, the acquisition of motor skill, and the economy of learning. The psychological aspects of temperament, character, and conduct are also considered.

Four hours per week, spring term.

Child Study

This study is contemporary with the first practice teaching, when the students feel keenly the need of a knowledge of children.

The work consists of recitations, occasional lectures, reviews of literature by students, and reports of individual observations they have made. The aim of the course is to acquaint students with the most important established facts and principles of mental and physical growth; to enable them to recognize types and individual differences among children; to teach them to notice, interpret, and deal properly with defects; and above all, to cultivate in them an intelligent sympathy with children. Emphasis is laid upon those phases of the subject which are most closely concerned with actual schoolroom work.

Five hours per week for one term.

Pedagogy

The course consists of lectures, assigned readings, and recitations based upon a text. The following are the chief topics considered: the aim of education, instincts, apperception, interest, attention, memory, association, habit, moral behavior, motor education, play, and formal discipline. The relative amount of emphasis on these subjects varies from term to term. The work is based for the most part on the established facts of Educational Psychology and Child Study, attention being directed primarily to their practical bearing upon the work of the teacher.

Three hours per week for one term.

School Hygiene

An elective course open to all students, subject to the regulations concerning electives. The work consists of lectures and assigned readings, the following being among the chief topics:

I. Mental Hygiene, including the physical basis of fatigue, tests and signs of fatigue, proper alterations of work and rest, home study, sleep, nervousness, and neurasthenia.

II. The hygiene of the learning process in reading, spelling, writing, drawing, and other subjects.

III. Health inspection and children's defects, with special attention to defects of eye, ear, and throat.

IV. The health of the teacher.

V. The care of the school building.

Two hours per week for one term.

History of Education

A brief survey of the history of education as the history of the conscious development of mankind. It comprehends a general study of the principal educational movements of the world-process, with a somewhat intensive consideration of the more important tendencies of modern education, as the psychological, scientific, social, and ethical.

The aim of the course is to enable the students to form a conception, in the light of history, of the meaning, function, nature, process, and means of education, and thereby to win a more complete mastery of the conditions and problems of the present world of educational theory and practice. The work will also aid in the organization of the students' experience and studies in the other courses of the school; will connect in a more vital and concrete fashion the practice of the Training School and the theory of the Normal Department. Monroe's Brief Course in the History of Education is the principal text.

Five hours a week for one term.

School Economy and School Law

The course in school economy is a brief study of the administrative aspects of the teacher's work in the light of psychological, social, and ethical knowledge. It studies the school as the chief instrument by means of which public education is to be promoted. It endeavors to discover certain guiding principles in obedience to which the necessary mechanism of the school may yield its largest educational value. It points out and emphasizes the qualifications, professional and personal, necessary to insure the successful administration of his office by the teacher. It inquires into the relations of the teacher to school officials, to parents, to the public generally, and discusses the social and ethical phases of the teacher's work and influence.

More specifically, the course treats of the ordinary details of school management—government and discipline; study, the recitation, recesses and recreations; tests and examinations; programs, courses of study, classification, gradation, promotions, incentives and moral training. The bearing of all these matters upon health is pointed out as the course proceeds. In addition, by means of lectures and demonstrations, the course deals briefly with such topics as the school building, grounds, furniture, and apparatus; heating, lighting, and ventilation; hygiene of school life, occupations, and studies; diseases caused or aggravated by school conditions.

The study of these subjects involves recitations, conferences, reports on library readings, and lectures dealing with certain aspects of these questions not ordinarily treated in available books.

In the thirteen periods devoted to school law, practice in the keeping of a school register in a legal way is given each student. Attention is also centered on (1) the provisions of the State Constitution concerning education, and (2) the closely related portions of the Political Code. Emphasis is laid on the legal duties of superintendents, boards of education, school trustees, and teachers, and on the financial support of our common schools.

Observation, Teaching, Seminar in Teaching, and Conferences

During the term preceding practice teaching, the schoolroom situation is analyzed to emphasize the idea of the teacher as an arranger of conditions so that his pupils may enlarge and enrich their experiences and be socially efficient individuals. Occasional observation lessons are given to pupils of the Training School by the training teachers. These lessons are reported by students the next week and are used to illustrate topics that have been discussed. Toward the close of the term, emphasis is laid on the necessity of careful plans for teaching, and special reference is made to essentials in plans and to particular requirements in the Training School. More frequent observation lessons and a more extended consideration of principles of teaching occur during the next two terms. In the Senior A Seminar are discussed modern schoolroom problems.

Practice in teaching is usually afforded in a primary, an intermediate, and a grammar grade, under constant constructive criticism of the training teachers, and in some subjects under supervision of special teachers in the Normal School Faculty. Conferences between special teachers and student-teachers of special subjects are arranged for, as the need and the opportunity appear. Student-teachers are trained to become self-critical, and are intrusted with Training School classes in order to prepare them for teaching by practice under actual schoolroom conditions.

Observation and Seminar: One period, last four terms.

Teaching I and II: Five periods, first two terms of Senior year. These must be accompanied by Observations II and III, respectively.

Teaching III: Ten periods, last term. It must be accompanied by Seminar.

Teaching IV: See Electives.

Primary Education

An elective course, the purpose of which is to acquaint the student with the nature and needs of the children of the primary grades. Problems of adjustment between the child and the daily program are discussed and definite methods of teaching specific subjects formulated. An effort is made to follow the children in their periods of develop-

ment through the various primary grades, and to set definite tests by which their physical, intellectual, and spiritual growth may be measured.

Prerequisite: Senior standing.

Four hours per week for one term.

ENGLISH

English I and II: Literature and Composition

The purpose of this work is to help students acquire good habits of spoken and written language, and to acquaint them with some of the principles of language teaching. Rhetoric is studied not as a science but as the art of adapting discourse to subject, reader, occasion, and purpose. Principles are sought rather than rules; form is viewed as determined by clear thinking and genuine feeling about subject-matter. The students are encouraged to avoid bookishness as well as vulgarisms, to seek individuality, naturalness, and energy of expression, and to cultivate a habit of self-criticism. Attention is given to oral composition, to the correction and marking of papers, and to questions of method. Daily exercises in writing are provided for; the analyzing and outlining of subjects, and the preparation of themes in the leading literary forms are required throughout the course.

As illustrations of principles rather than as "models," a number of prose masterpieces are read and studied in connection with the practice in composition. It is found that such study gives impetus to the written work, and through the cultivation of right literary judgment is a helpful means to effective self-expression.

This work is required of all students except those who enter with advance credits covering it.

Three hours per week for one term and two hours per week for a second term.

English III: Grammar

The course in English grammar consists of a comprehensive review with direct reference to the teaching of language and grammar in elementary schools. The students are led to observe the facts of language for themselves; to distinguish between the essential and non-essential; and to see in their own experience the value of clear explanation, apt illustration, and exact statement. While the course comprises such study of grammatical forms as is essential, it is based on the idea that grammar is concrete logic; that the study of the sentence and the parts of speech, especially in a language almost without inflections, should be logical rather than formal. Consequently much attention is given to such methods of sentence analysis as show that the classes of words are determined by the nature of ideas; that the elements of the sentence correspond to the elements of the thought; and that the puzzling variety of

word, phrase, and clause relations arises from the variety and complexity of thought itself. This method of approach renders the review a new view, and not only prepares the student to teach with intelligence and interest a subject frequently regarded as dry and unfruitful, but enables him to base the language work of the lower grades on a sound grammatical foundation.

Five hours per week for one term.

English IV: Literature

Prescribed for all students pursuing the General Professional Course. A portion of the time is given to the discussion of literature for the common schools. The aim of the study is to give the students a realization of the power of literature in the hands of an intelligent teacher, and definite principles by which this power may be directed toward satisfying the needs of the child.

The remainder of the term is devoted to two lines of work: (1) In the recitation hour the class read some poem of acknowledged merit, illustrative of the age in which it was written or of the character of its author; as, for example, Wordsworth's *Prelude* or Tennyson's *Idylls of the King*. (2) The students select for private reading such materials from a suggested list as will supplement their knowledge of English masterpieces. The aim of the course is to widen the student's horizon, to give him a deeper acquaintance with some of our noblest literature, and to equip him with a livelier and more vital appreciation of good reading.

Four hours per week for one term.

English V: Methods in English

This course is required of all students not taking English IV. It comprises a practical study of the principles of teaching language and literature in the elementary school, and an examination of the literature best suited to the needs of pupils below the high school grades.

Two hours per week for one term.

English VI: Shakespeare

This is an elective course open to students whose preparation in English entitles them to substitute for English IV, or who show special fitness for the work. The course includes a study of the technique of the drama, and a careful reading of a number of selected plays.

Three hours per week for one term.

English VII: Advanced Composition

This is an elective course open to all students who desire an opportunity to cultivate their powers of original, creative writing under conditions of close, helpful criticism. The number admitted to the class will be limited, precedence being given to those whose work in English I and

II has been of exceptional merit, or who otherwise give evidence of their ability to derive special benefit from the course.

Three hours per week for one term.

Spelling and Expression

If a student is reported as deficient in either or both of these subjects by two or more instructors for the same term, or by any instructor for two successive terms, such student will be required to remove the deficiency by special work under the direction of the Department of English.

FOREIGN LANGUAGES

Students registered in the Academic-Professional Course are required to take work in one or more languages, Latin, French, German, for periods depending upon the amount of credit in foreign languages presented on admission, and upon the college of the university for which they are making preparation. More detailed information relative to this work will be given on the opening of the scholastic year, September, 1910.

HISTORY

History I: Industrial History of the United States

This is a review course designed to prepare the student for meeting the problems of history teaching in the public schools. Attention is given to the European background of American history, the development of English constitutional ideas that have affected our own institutions, and to the local history of California. For the purpose of making American history more vital to the grammar grade children, especial study is made of the industrial development of the nation and the economic, political, and social questions of our own time. Throughout the course the student's attention is called to the supplementary reading suitable for use in the grades. The pedagogy of history and civics receives constant consideration with discussion of methods based upon observation and teaching in the Training School.

Five hours per week for one term.

History II: Methods in History

Knowledge of the subject-matter of history, which is all that can be gained in the high school, is not sufficient to prepare the student for meeting the problems of the schoolroom. A history method course is therefore thought necessary for those who having had three years of history in the high school are privileged to substitute for History I.

In this class the course of study in history and civics in the intermediate and grammar grades is reviewed, with constant observation and discussion of the work as it is actually carried on in the Training School. Methods are presented both through lectures and model lessons, and

close correlation is made between the actual practice of teaching and the pedagogy of the subject. Especial attention is given to the teaching of history and civics in the seventh and eighth grades, that these subjects may gain in interest and may more vitally answer the needs of our boys and girls as they go from the schoolroom into life.

Two hours per week for one term.

History III: History of California

This is an elective course open to all students. So far as possible, source material will be used. The classroom work consists largely of individual reports on the specific topics chosen for extended investigation, such as the maintenance of the early missions; the development of the raisin industry; the Indian reservations; sheepherding in early California days; the making of a state constitution; etc., etc. The aim of the course is mainly to afford the students an opportunity for original investigation, however limited the field. Incidentally, it is to be hoped, there will be some pleasure and not a little general information as by-products.

Three hours per week for one term.

READING

Reading I: General Course

The aim of the course in reading is twofold: to help the student to an appreciation of good literature, and to develop ability to express thought through correct use of the voice. Constant effort is made to develop a fair quality of voice and to establish a natural manner in speaking and reading. Attention is given to the expressional development of each member of the class before the regular work in methods begins. The principles employed in teaching the selections chosen for study are such as can be adapted to all grades of public school work. Among the special topics considered are (a) the choice of material to be used in grade work, (b) the art of story-telling, (c) dramatization and responsive work in gesture, (d) conduct of classes, (e) the use and place of phonics. For the benefit of students engaged in their first term of practice teaching frequent conferences are held and criticisms given in connection with the teaching of reading.

Five hours per week for one term.

Reading II: Advanced

The course, which is elective, continues the work of the preceding course, but represents higher standards of preparation and attainment. It includes, also, practice in extemporaneous speaking and in the dramatization of Shakespearean scenes.

Three hours per week for one term.

GEOGRAPHY

The life of man is profoundly influenced by his environment. The distribution of temperature and moisture determines, in large measure, the character of his food, clothing, shelter, occupations, and mental development. The topography and the natural resources of the land influence the location of cities, the lines of transportation, and industrial and social conditions. Man reacts upon his environment, partially overcoming it and adapting it to his needs. Through these innumerable and long-continued responses much of human progress has come.

Vital mutual relations between the earth and its life must always exist. The study of these relations, with particular reference to human life, is geography. The special purpose of the geography undertaken in the Normal School is to enable the student to work out these relations, to grasp geographic principles and apply them in his own immediate vicinity and in other areas, and to prepare him to teach the subject in the public schools of the State.

Geography I: Physical

This course is for students not holding entrance recommendations in physical geography. About one half of the time is devoted to laboratory and field work. Much attention is given to the use of topographic maps and models.

Four hours per week for one term.

Geography II: General

This course is open to students who have completed Geography I or hold entrance recommendations in physical geography. It consists of an intensive study of a continent in the light of the application of the principles of physical geography. The influence of geology, topography, soil and climate upon industrial and social development is carefully worked out.

Three hours per week for one term.

Geography III: (a) Advanced Physiography, or (b) Economic Geography

Either of these courses may be elected by students who are accredited in physical geography.

(a) This course includes a thorough study of physiographic processes and their resulting land forms, together with the intimate relations between these and human activities. Laboratory and field work receive much attention. Field trips are made to points within easy reach of Los Angeles, and the forms and forces there represented studied. Those who may desire to teach geography in secondary schools will find this course especially helpful.

Five hours per week for one term.

(b) In this course a study is made of the conditions influencing industry and commerce, as well as of the distribution, production, and handling of important commodities. Some attention is given to the development of the great centers of industry and commerce.

Five hours per week for one term.

BIOLOGY

The work in this department includes various studies of animal and plant life selected with special reference to their value to prospective teachers. For them a general perspective of life and living processes, some training in scientific methods of study, and a knowledge of the elements of physiology and of the common forms of animal and plant life are considered more practical than any intensive and detailed study of any one branch of biology.

The laboratories are well equipped and arranged to carry out the work undertaken. In addition to the usual equipment of a well-appointed laboratory, consisting of microscopes, dissecting instruments, models, reagents, microtome, projecting apparatus, etc., there is a fairly complete series of slides, in sets, illustrating the most important points of minute structure of plants and animals; also a museum containing good collections of botanical, zoological, paleontological, and geological specimens. Working collections of typical local plants and animals selected with special reference to their life histories and adaptations are constantly growing.

The library is well supplied with the best reference books on all phases of the subject. Many of the standard works are duplicated with from two to fifteen copies.

The general aims of the course are as follows:

- (a) Employment of scientific methods of observation and expression.
- (b) Contribution to general culture of students by giving them an outline of subject-matter which shall form a basis for further study of nature. The following aspects receive attention: the form and structure of living organisms; their physiology and ecology; their development and relationship; their economic relations to man.

(c) Practical foundation for intelligent direction of nature studies in the grades.

General Biology

May be elected by students who have had elementary physiology. In accordance with the general aims already stated, it is intended to give the student as broad a view of the subject as possible. The principles common to all forms of life, especially fundamental physiological processes, evidences and factors of evolution, introductory facts of embryology, etc., are emphasized.

Five hours per week for one term.

Nature Study I: Agricultural Aspect

The object of this course is to give students a broad, sympathetic outlook upon agriculture, and to prepare them for teaching the essentials of this most fundamental occupation in a practical way. So far as possible, therefore, the work in class is of a practical nature. Each student is assigned a plot in the school garden, and in this are planted and cared for various vegetables and flowers. These plots serve as out-of-door laboratories in which are worked out, in practice and observation, the many problems connected with the successful growing of plants.

In the lath house and greenhouse practical instruction is given in seed sowing in "flats," potting plants, and general plant propagation work.

A text-book serves as a basis for the work of the course, and recitations are supplemented by assigned readings, special reports, etc.

Four hours per week for one term.

Nature Study II: Biological Phase

This course includes presentation of the pedagogical, or child-study, basis for the subject, review of the great facts of animal and plant life which must be kept in mind in teaching, and a discussion of the course in actual operation in the Training School.

In the Training School nature study runs through the first seven years, making the child familiar with most of the common animals and plants found in this locality.

Practical results are aimed at throughout. A complete study of the school environment is undertaken. The practical character of the work may be seen from the subjoined partial list of subject-matter; making, stocking, and caring for aquaria; life-histories and care of such animals as toads and salamanders; life-histories of common insects, particularly the harmful ones, which are studied alive in vivaria; preparation of bird-lists and collection of data as to their feeding and nesting habits, etc.; field excursions to points of interest about Los Angeles; reviews of the most important literature on nature study.

Four hours per week for one term.

PHYSIOLOGY AND HYGIENE

This subject is required of all students who do not bring entrance credits in it. To give the students of the Normal School adequate training for the proper teaching of physiology in the grades, the subject is made as definite, systematic, and concrete as possible. The care of the body and the wider application of the laws of hygiene are the main end; but, for a solid foundation, a good knowledge of anatomy and physiology as such is essential. The course deals not only with personal hygiene, but with the care of the schoolroom and the home, with some of the great questions of public health, and with methods of teaching. Emphasis

is placed upon the importance of proper exercise, bathing and clothing, care of the teeth, eyes and voice; what to do in emergencies, effects of stimulants and narcotics, and the necessity of temperance in all things. Without scientific knowledge along these lines a teacher can not arouse the interest of pupils and help them to form those habits of proper living which will insure their future usefulness.

The teaching of this subject in the grades finds its illustration in the various classes of the Training School. Preparation of material for such instruction, the making of lesson outlines, observation and discussion of class work, and the teaching of the subject as opportunity permits are required at appropriate times in connection with and following the course.

Five hours per day for one term.

MATHEMATICS

Arithmetic I

The Normal School gives sufficient training in arithmetic—review, reorganization, and revivification of subject-matter—and sufficient knowledge of the psychology of number and method of presentation to fit its graduates to teach arithmetic intelligently and effectively in the public schools.

The fact that mathematics is a unit, that there are branches growing out of the main trunk, but that they are not distinct, is emphasized. Algebraic, geometric, and arithmetic solutions of problems are given side by side. Each new topic introduced is traced to its source; its relation to, and natural development from, the old are shown. Some of the topics are studied exhaustively, as ratio; some are considered but slightly, as compound quantities; some are ignored, as averages and exchange.

Problems fresh in material and phraseology are chosen for the purpose of presenting new aspects of old subjects, and of placing known principles in different perspective. Many of these review problems are formulated in the classroom and are intended to embody the quantitative side of the work and the play of the world; they are made as much as possible the vehicle of useful information regarding science, business, and public works.

The growth of arithmetic as a subject of school instruction is traced historically, and some knowledge of the great teachers of arithmetic, their methods and their influence, is given.

Five hours per week for one term.

Arithmetic II: Method

As a requirement for those students who do not take Arithmetic I, and as an elective for all students, a short course in Special Methods in Arithmetic is provided.

The course aims to give, by lectures, discussions, and reports on work

done in the Training School, the pedagogy of the subject and to indicate certain fresh and successful ways of presenting the different units of instruction. The psychological principles upon which all rational methods must be based are formulated, and the students are encouraged to test by these the empiricism of the text-books which they may be called upon to use.

Two hours per week, spring term.

MUSIC

The work in music done in the Training School and that done in the Normal course are so closely identified that constant reference to the procedure in the Training School is necessary for an understanding of the spirit and method of the instruction given to the students.

In a belief that music, to be an element of real value in the elementary school, must be dealt with more and more from the *music* or art side, this department aims to give the students from the beginning *song life*—as expressed in tone exercises, rhythms, or song stories.

The paramount aim in handling children's voices is to keep interest alive, and, through this aliveness, to preserve the unconscious light tone that naturally belongs to the child. Care of the children's voices must result in care of the teacher's voice, the use of the voice in frequent example for the children making it more tuneful, rhythmic, and sympathetic.

Though the science side of music is not necessarily neglected, it is maintained that this is not the essential in any special grade. The grade that is ready to do formal sight reading is any grade where the tone is light, true, and musical, where the interpretative instinct of the children has been aroused, and where the teacher is strong enough to keep these voice and heart qualities in the study of staff notation.

Each new difficulty—time, tune, chromatic, major or minor—is presented to the children through ear, voice, and eye; first the teacher sings to some syllable (e. g., *loo* or *la*), the new idea, the children listening and then telling how it sounds; second, the children sing the exercise; third, the children see the representation on chart or blackboard.

This plan demands of the student-teacher attention to tone quality, pitch, tone relationship, rhythm and mood of song or exercise. Not least of its merits, it insures the discipline of *good listening*, listening that encourages, while it detects the points of criticism, positive or negative.

Though the carrying out of this purpose calls for more musical strength than the average student gains in the short course now planned, we feel confident that the work is set in the right direction and that growth must come.

The daily twenty-minute chorus practice gives to the students an

opportunity for growth in musical life. There is for them a brief daily association with good music handled as broadly as the conditions permit.

The classroom work presents the following phases:

1. Simple vocal exercises, which the student in turn may use to lighten and soften the children's voices.

2. Songs and sight-reading exercises embodying quality of tone, rhythm, tone relationship, phrasing and mood of song.

3. Presentation, by students, of rote songs for class criticism based upon:

- (a) Value of the song—melodic, rhythmic, ethical.

- (b) Teacher's conception of the song, and attitude toward the class.

- (c) Interpretation—tone quality, rhythm, enunciation, spirit of song.

- (d) Results from class.

4. Preparation of outline of grade work from first to eighth, with classified selection of good songs; presentation of work of any grade for class criticism.

5. Criticism based upon observations in Training School.

6. Study of composers, musical form, and folk music for use in Training School.

First Year. Voice training: exercises in breathing, tone placing, and articulation. Ear training: exercises in interval and rhythm. Sight reading.

Second Year. Voice and ear training. Development of chromatic and minor scales. Sight reading. Presentation of rote songs. Study of composers and musical form. Methods. Criticism of Training School work. Use of baton.

The scheme of music study indicated above covers four terms of work, as follows:

Music I: Theory and sight reading

Two hours per week for one term.

Music II: Sight reading and song presentation

Two hours per week for one term.

Music III: Song presentation method

Two hours per week for one term.

Music IV: Study of Composers, program work

One hour per week for one term.

ART

The great purpose of art teaching is the training of appreciation. The method of study is to work from within out; to begin with creative work.

The course in the Normal School is based on the study of art principles—as proportion, rhythm, and subordination. The elements of art, line, dark and light, and color are studied separately at first and then in combination. The inspiration and stimulus of fine examples, studied for a definite purpose, strengthen the work of the student and awaken an appreciative interest in the history of art.

Drawing and painting from nature and objects is a necessary part of the course. The desire to express beauty of line, mass, and color in nature and objects, and the need of these forms for use as material for creative work, furnish motives to the student to master the difficulties of object drawing.

Illustrative talks will be given at intervals throughout the course. The theory and practice of art teaching concern the student during the latter part of the course. Instruction in the preparation of lessons, methods of presentation, and criticism of results, make direct connection with the work of the Training School.

Art I

Illustrated talks on art appreciation and history. Study of great art principles—proportion, rhythm, and subordination through simple exercises in line, dark and light, and color. Drawing and painting from nature and objects.

Three hours per week for one term.

Art II

Art appreciation and history. Principles and elements of art. Landscape composition; drawing and painting from nature and objects; methods of teaching art.

Three hours per week for one term.

Art III

Elective. Advanced work—continuation of Art II.

Four hours per week for one term.

MANUAL TRAINING

The work in manual training is planned with special reference to the needs of the grade teacher.

The aim of the work of this department is to give to students an actual working knowledge of the tools, materials, and tool exercises commonly used in the grades; to acquaint them with the methods used in teaching

the different lines of work; and to develop and stimulate in them an interest in handwork.

Demonstrations of tool exercises and talks to outline the work are given by the instructor. Class instruction is supplemented by individual instruction. Students may make models that are of special interest to them, provided that such models embody the necessary tool exercises and can be completed in a reasonable length of time.

Course I (2 credits)

Paper weaving, paper folding, cardboard construction, drawing and lettering.

Two hours per week for one term.

Course IIa (3 credits)

Work in raffia, reeds, splints, matting, clay, yarn, and cord.

Three hours, with two of practice, per week for one term.

Course II (3 credits)

Beginning bench work, drawing and blue printing.

Three hours, with two of practice, per week for one term.

Course III (5 credits)

Bench work, continuation of Course II.

Five hours per week for one term.

Course IV (5 credits)

Mechanical drawing (beginning class).

Five hours per week for one term.

Course V (5 credits)

Sheet metal work in copper and brass.

Five hours per week for one term.

Course VI (5 credits)

Bench work, continuation of Course III.

Five hours per week for one term.

Course VII (5 credits)

Mechanical drawing, continuation of Course IIIa.

Hours to be arranged with instructor.

Course VIII (5 credits)

Sheet metal work, continuation of Course IIIb.

Five hours per week for one term.

Special Course

In addition to the regular courses offered by the department a small number of students will be received for special work intended to give preparation for teaching elementary manual training. The qualifications necessary for admission to this course are the same as those for admission to the regular courses of the school and, in addition, at least one year of Normal School work or its equivalent, or a successful teaching experience and some acquired proficiency in the use of tools. The course will, at the outset, include three terms of work, on the satisfactory completion of which a recommendation to teach elementary manual training will be given.

DOMESTIC SCIENCE AND ART

A knowledge of the preparation of food and of the adaptability of textiles to the needs of the human race is of fundamental importance to all. Instruction and training along these lines is being rapidly introduced into our public schools. The purpose of this department in the Normal School is to give to the teachers who complete the course the essentials necessary to meet these additional requirements.

In the course in cookery, theory and practice are carried along in parallel lines, the aim being to make the knowledge gained broader than that given by the mere preparation of dishes from receipts. The food principles, their value in the economy of the body, and the chemistry of food and of cooking are considered. The student is led to see why certain methods of cooking, under certain conditions, are better than others. The practice of economy in the preparation of food is emphasized.

In the course in sewing, practical rather than ornamental phases of the work are given special attention. The simple stitches, when mastered, are elaborated into the seams and combinations used in garment making.

Cookery

The kitchen, its arrangement and care; the selection, use, and care of utensils; stoves, ranges, fuels.

Methods of cooking: Boiling, stewing, roasting, etc.

Food principles: Composition and nutritive value of foods.

Starch: Composition, digestion, and value; cooking of starchy foods: Cereals, cornstarch, starchy vegetables.

Vegetables: Kinds, selection, food value, sauces.

Proteid foods: Cooking of eggs, egg combinations, etc.

Batters and doughs: Flours, leavening agents, oils, fats.

Meats: Relative and comparative value; gelatine dishes; inexpensive cuts; left-overs.

Salads, sandwiches, school lunches.

Desserts.

Invalid cookery: liquid, semi-solid and solid foods.

Instruction by demonstration, lectures, individual and group practice.

Five hours per week for one term.

Sewing

A course of hand sewing, including the following stitches: even and uneven basting, running, overcasting, back and half-back stitch, hemming, overhanding, weaving, darning, buttonhole stitch, etc.

As the stitches are learned they are applied to the making of simple articles.

Study of textile fibers: cotton, flax, wool, silk, ramie, etc.

Spinning wheel, loom, modern machinery used for spinning and weaving.

The choosing and buying of materials, according to use, quality, and cost.

Taste development.

Study and use of the sewing machine; the application of the stitches to simple garment making: undergarments, shirt-waist suits, aprons, etc.

Five hours per week for one term.

PHYSICAL TRAINING

The course in physical training aims to maintain and promote the health of the students, and to furnish them with the principles underlying this training; also, to give them practical knowledge of a system of educational gymnastics sufficient to enable them to teach intelligently any form of school gymnastics, and to adapt their work to the varying conditions which they may meet.

Free and unrestricted action of the body is essential to good mental and physical development; our young women, therefore, are urged to wear hygienic clothing at all times. The co-operation of mothers is asked in this important matter. In the gymnasium all students are required to wear gymnasium suits. The regulation dress for the young women consists of divided skirt, blouse, and gymnasium shoes. Directions for making the suit will be sent by the instructor in physical training to those students who desire to have their suits made at home. All others must come prepared to purchase them. The expense will be from five to eight dollars each. The young men should provide themselves with knickerbockers, blouse, and gymnasium shoes.

Course I

Instruction and practice in the fundamental physical activities, such as breathing, sitting, standing, walking, running, stair climbing. Personal hygiene.

One hour per week for one term.

Course II

Elementary Swedish gymnastics and gymnastic games, tactics, mat exercises, relaxing exercises, rhythmic movements, marching.

Prescription work is assigned when necessary.

Two hours per week for one term.

Course III

Advanced Swedish gymnastics. Simple apparatus work, such as stall bars, bom ladders, ropes. Drill in leading squads and criticisms based upon the observation of this drill.

Two hours per week for one term.

Course IV

Theory of physical training with practical applications. The theory is given in the form of talks on the history of physical training, the physiology of exercise, the mechanism of movements, the discussion of the principal systems of gymnastics, the theory of the Swedish system, the relation of gymnastics to athletics, methods of teaching children, and the analysis of positions common during school life. This work is supplemented by the making of plans and the direction of classes in the Training School.

Two hours per week for one term.

Course V

This course consists of exercises with and without hand apparatus. Fancy steps. Classified games for children in the schoolroom and upon the playgrounds.

The young men use the gymnasium after the daily sessions.

Two hours per week for one term.

COURSE III. KINDERGARTEN TRAINING COURSE

The special aim and work of this department is to give a thorough and practical training in kindergarten methods. In the first year the student is introduced to accepted standards of work, and in the second is led to make such applications through actual practice in teaching as will result in broad as well as effectual training for service.

KINDERGARTEN THEORY

Lectures, papers, and class discussions—a study of Froebel's philosophy as embodied in the Mother Plays and its relation to modern educational principles.

Theory I

The individual child in typical phases of home environment and motor activity.

One hour per week first term.

Theory II

The development of the hand, finger plays and manual training.

One hour per week second term.

Theory III

The child's social or neighborhood environment, with the materials and processes involved.

One hour per week third term.

Theory IV

The educational value of animals and the effect of natural phenomena upon the child-mind.

Two hours per week fourth term.

Theory V

Habit and sense training in the kindergarten.

Two hours per week fifth term.

Theory VI

Discipline and the development of standards of action.

One hour per week sixth term.

GAMES AND HYGIENE

The department is well equipped for carrying out the practice of games in the school gymnasium by the students, and the conduct of children's games both in the kindergarten room and in an outdoor gymnasium fitted with swings, bars, ropes, ladders, and poles.

Games and Hygiene I, II, III

Activity plays, rhythm and representative exercises developed into traditional and kindergarten games.

One hour per week first, second, and third terms.

Games and Hygiene, IV and V

A study of the original development and purposes of games, the physical development of the child through play; hygienic problems of kindergarten management.

Two hours per week fourth term. One hour per week sixth term.

HANDWORK

Lectures, class exercises, and discussion. This course is designed to equip the teacher with a practical knowledge of those racial toys and materials, as well as those devised by Froebel, which serve as a means of self-expression for the child.

Handwork I

Occupations: a technical training in various forms of kindergarten handwork, including (1) paper folding; (2) cardboard and coarse sewing, doll making; (3) weaving paper and cloth, simple basketry; (4) paper cutting and pasting; (5) drawing; (6) color work, or painting; (7) construction with cardboard, nature materials, etc.; (8) clay modeling; (9) use of the sand table.

Three hours per week first term.

Handwork II

Gifts. Play with Froebel's educational toys and the miscellaneous objects of which they are types.

Three hours per week third term.

Handwork III and IV

Experimental work in the adaptation of the gifts and occupations to the environment of the child in California.

One hour per week fourth term. One hour per week sixth term.

Nature Study I \bar{k} , Agricultural

The object of this course is to give students some knowledge of the fundamental facts of the growth, propagation and care of common plants, suitable for use with very young children.

Practical work in the garden, with the actual supervision of children, will be provided, together with recitations and experimental laboratory work.

Two hours per week second term.

KINDERGARTEN MUSIC**Vocal**

Voice placing and developing of tone and rhythm; phrasing and expression; study of children's songs; selections of music for kindergarten uses; sketches from the history of music.

Instrumental

Actual instruction in piano playing is not given in the course. Because of the demand for kindergartners who are also pianists, the entrance requirements of the Kindergarten Department include ability to play simple rhythms, games, and song accompaniments. See statement regarding music under General Requirements for Admission.

KINDERGARTEN ART COURSES

Two courses are given. The first of these is the same as Art I of the General Professional Course. The second is the same as Art II of the General Professional Course with some modifications in the latter part of the course, in which special attention is given to adaptation of the work to the kindergarten.

THE TRAINING SCHOOL

The Training School in its present organization is a branch of the Los Angeles city school system, and consists of a kindergarten and the succeeding eight grades. Pupils are admitted upon the same terms as to the city schools, the same general plan for classification and promotion obtains, and the customary reports of a city school are made to the city superintendent by the principal. The work of the Training School is so planned that the student-teachers are given sufficient experience to enable them to teach successfully and under such conditions that from the first they will form correct professional habits and master those principles which will insure future growth.

To secure the first end each student is required to teach throughout the senior year under conditions which duplicate in all essentials those found in the public schools of the State. No one is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction. A limited number of students are given opportunity to do Cadet teaching in Los Angeles city schools.

To form the basis for growth the students are given abundant opportunity to observe the best teaching for the purpose of seeing what it has that will be helpful to them, and are led constantly to note the application of the principles upon which all good teaching must rest.

COURSE OF STUDY

The Training School is one of the public schools of the city of Los Angeles, and the pupils are subject to the possibility of change to other schools. Therefore the course of study for the schools of the city is followed sufficiently to permit such changes to be made without loss to pupils, but it is followed only to the extent necessary to permit such changes. The pedagogical aims and practices of the school and the course of study to some extent are determined by the Normal School.

The following outline indicates the work attempted in each year:

Kindergarten. The kindergarten aims to lay a basis for further development in the school, by emphasizing those exercises which tend to produce strength of body and control; interest in the natural and social life of the world; an intelligent curiosity concerning the qualities, functions, and names of common objects; and habits of obedience, cheerfulness, and helpfulness.

First Grade. The program of the first grade has been organized to meet the needs of the six-year-old child, so that he may adjust himself to the school work with as little friction as possible. Ample opportunity is given for outdoor exercise, and the physical development of the children is carefully guarded. An effort is made so to unify the work that there will be as few arbitrary divisions of subject-matter as possible. The child is made to feel that he has a problem to solve which requires the use of his reading, writing, and handwork. These subjects are presented as necessary tools rather than as ends in themselves, but are so frequently called into practical use that skill is required in the handling of them. The program includes Reading, Phonics, Writing, Art, Nature Study, Music, Language, Literature, History, and Handwork, each illustrating and emphasizing the others, and all uniting to enlarge the child's experiences, to stimulate his curiosity, and to organize and clarify his images. Opportunity is provided for group work, so that the social contact may lead to standards of good conduct and encourage a natural helpfulness toward one another.

Second Grade. *Reading:* Skill in reading aloud. Daily systematic work in phonics; articulation drills. Dramatization of suitable stories read. *Writing:* Chiefly on blackboard. Pencil introduced. *Spelling:* Oral and written. Emphasis on visualization. Material from other subjects. *Literature:* Stories and poems. Memorizing of literary gems. *History:* Stories chiefly with reference to special holidays. *Language:* Informal conversations. Games and exercises to teach good usage and courteous forms of speech. How to write statements and questions. Class compositions. *Practical Ethics.* *Number Work:* Preliminary lessons. *Nature Study:* Biological—Acquaintanceship with local plants and animals. *Art:* Rhythm and spacing. Simple borders and patterns in color, using geometric and nature motives. Contrasts of hue and value. How to pick flowers and how to arrange them. Paper tearing and cutting of animal forms and figures. Drawing and painting of flowers, fruit, animals, figures, and toys. Modeling. Illustration of stories, games, occupations, and events of interest. Poster cutting. Picture study. Water color, clay, scissors, chalk, charcoal, crayola. *Manual Training:* Paper folding and cutting. Raffia—braiding, weaving, winding. Applied art in designing rugs. Rug, hammock, and book-bag weaving on loom. Constructive work related to industries and occupations. Class projects. *Music:* Songs by rote, emphasizing dramatic life of song. Ear training—(a) Developing scale through chords; exercises on ladder and staff, pointed in phrase; (b) Time exercises; mood exercises. *Physical Training:* Recreative exercises in room. Miscellaneous games on playground.

Third Grade. *Reading:* See second grade. *Writing:* Mainly with pencil. Ink introduced. Natural slant throughout the grades. *Spelling:* Oral and written. Much dictation of nursery rhymes. *Literature:*

Mostly stories told to children. See second grade. *History*: See second grade. *Language*: Oral composition as in second grade. Much reproduction. Written composition begun. Frequent oral exercises to correct the most common errors of speech. *Arithmetic*: Addition and subtraction. *Nature Study*: Biological and geographical. *Art*: Rhythm, spacing, alternation. Designs, using geometric and nature motives. Dark-and-light, two tones. Related colors. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Poster cutting. Picture study. Water color, clay, scissors, charcoal, brush and ink, crayola. *Manual Training*: Introduction to cardboard construction. Knotting and winding of raffia. Constructive work related to industries and occupations. Class projects. *Music*: Songs by rote, see second grade. Frequent voice exercises, keeping light quality of tone. Exercises pointed in phrase on ladder and staff. Ear test—(a) Tune; (b) Time. Finding key. Showing signature. Sight-reading exercises, emphasizing attack and tempo. Dictation exercises (written), using simple forms of time and tune. *Physical Training*: In room, occasional relaxation exercises. Miscellaneous games on playground. In gymnasium, rhythmical exercises and games.

Fourth Grade. *Reading*: See preceding grades. Dictionary work and expression emphasized. *Writing*. *Spelling*. *Literature*: Stories told to and read by children. See second grade. *History*: Stories and supplementary reading in connection with holidays, continued throughout grades. Local city history and early California missions, last month. *Language*: Oral composition in the form of conversation and class discussion, reproduction, and individual reports on topics of interest. Brief written compositions—letters, imaginative stories, accounts of things seen and done. Dramatization. Practical exercises, chiefly oral and not technical, in the case and number forms of nouns and pronouns; the agreement of verbs; the past tense and past participles of a few irregular verbs. *Arithmetic*: Multiplication and division. *Nature Study*: 1. Biological—(a) The economic plants grown in garden, steps in production of crops, industrial studies. (b) Animals. Sea beach life. Activities of some lower animals. (c) Museum studies—products and by-products of economic plants. 2. Agricultural—individual garden plots for fall A4's. *Geography*: The work is based on the industrial and social life of man. Through a study of the activities by means of which the home is related to the world, a knowledge of the physical, climatic, and human conditions is developed. The work centers about the four main topics of food, clothing, shelter, and transportation. *Art*: Shape and proportion, rhythm, symmetry. Designs, using geometric, symbolic, and nature motives. Dark-and-light, three tones. Tones of one color. Adapting designs to material. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Picture study. Water color, charcoal, clay, scissors, brush and ink, crayola, pencil.

Manual Training: Cardboard construction. Raffia, reed, and Tilo Matting. A little basketry and pottery. Class projects. *Music:* Songs read and sung by rote. Voice exercises. Ear training in time and tune, presenting new difficulties. Sight reading, emphasizing attack, tempo, phrasing, and tone quality. *Physical Training:* In room, free standing exercises, with emphasis on balance and carriage. In gymnasium, marching, running, skipping, fancy steps. Competitive games.

Fifth Grade. *Reading and Literature:* Emphasis on appreciation, expression, responsiveness. Memorization of poems. Dramatization, Articulation drills. *Spelling. Writing. History:* Current events. Practical civics. Stories of Greeks and Romans. *Language:* Oral and written composition along the same lines as in fourth grade. Exercises in nouns, pronouns, and verbs continued. Correct use of adjectives and adverbs. *Arithmetic:* Fractions and decimals. *Nature Study:* Garden work in individual plots. *Geography:* North America and Europe. Special attention to cause and consequence. Much supplemental work. *Art:* Proportion, rhythm, radiation, variation. Pattern and landscape composition. Scales of dark-and-light and color, three tones. Adapting designs to material. Stenciling or wood-block printing. Flower arrangement. Drawing and painting from nature and objects. Modeling. Picture study. Water color, charcoal, clay, scissors, brush and ink, pencil, crayola. *Manual Training and Domestic Art:* Making of working drawings and beginning of bench work, for boys. Sewing, for girls. Class projects. *Music:* Continue work of fourth grade. Formal two-part singing. *Physical Training:* In room, gymnastics combining arm and leg movements. In gymnasium, marching, fancy steps, simple apparatus work. Competitive games, such as relay race. Olympic games on playground.

Sixth Grade. *Reading and Literature:* Emphasis on appreciation, expression, responsiveness. Dramatization of poems and historical events. *Language:* Oral composition continued, with increased emphasis on written composition. Exercises in the correct use of grammatical forms continued. Discrimination between words frequently misused. *Spelling. Writing. Arithmetic:* Fractions, subtraction of dates, aliquot parts, percentage. *Nature Study:* 1. Garden work in individual plots for B6's and for spring A6's. Nature study clubs (emphasis on biological phases) for fall A6's. *Geography:* Asia, South America, Africa, and Australia. Comparison and explanation of likenesses and differences. Much use of pictures and other illustrative material. *History:* Current events. Practical civics. Municipal civics. Continental history, study recitation, first half; English history, study recitation, second half. *Art:* Proportion, rhythm, transition. Pattern and landscape compositions. Scales of dark-and-light and color, five tones. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers.

Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training* and *Domestic Art*: Working drawings, sketches of models, bench work, and knife work, in thin wood, for boys. Sewing, for girls. Class projects. *Music*: Continue work of fifth grade. Ear training to include minor mode. Three-part work. *Physical Training*; Gymnastic movements requiring precision. Games of low organization, such as Corner Ball.

Seventh Grade. *Reading and Literature*: See sixth grade. *Language*: Occasional oral reports and discussions. Emphasis placed on written composition and the grammatical structure of the sentence, the latter being made a means to an end—the effective communication of thought. *Spelling*. *Writing*. *Arithmetic*: Percentage, literal quantities, involution and extracting square root, measurements, and constructions. *Nature Study*: Chiefly agricultural topics (development lessons). *Geography*: The elements of physical geography. Brief study of geographic forms and processes and their relation to human activities. Review of the continents and the United States in the light of this study. Special study of California, covering a period of ten weeks. *History*: United States History to 1845. *Art*: Proportion, rhythm, opposition, subordination, composition in designs and pictures. Scales of dark-and-light and color. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training* and *Domestic Art*: Drawing and sketching of models, and bench work, for boys. Sewing, for girls. Class projects. *Music*: Work of previous grades made strong. Ear training to include harmonic and melodic forms of minor. Chorus singing, watching leader for good interpretation. Study of composers, Folk songs, National songs, Cradle songs, etc. *Physical Training*: Girls—Swedish Day's Order. Games of higher organization, such as Captain Ball. Folk dances. Boys—apparatus work additional.

Eighth Grade. *Literature and Reading*: As in preceding grade, with decreasing emphasis on the technical phases of reading and increasing emphasis on literary appreciation. Study of different interpretations of the "Quest for the Holy Grail," with intensive study of "The Vision of Sir Launfal"; "The Lady of the Lake"; "Julius Cæsar"; shorter selections, including "The Man Without a Country." Impersonation of characters a part of the regular recitation. Dramatization, using author's language. *Language*: Oral composition as in seventh grade. Extemporaneous speaking and debating. Written composition, including the elementary principles of narration, description, and exposition. Review of the facts of grammar previously learned. Such additional facts

as are essential to correct speech; the use of apt words; choice of synonyms. *Spelling*. *Geometry*. *Arithmetic*: General review. *Physiology*. *History*: United States History concluded, with especial consideration of the industrial development, of California history, and of civics. Current events. *Art*: Principles of composition in designs and pictures. Color values and harmony. Color schemes for room interiors. Stenciling or wood-block printing. Illumination of text. Program covers, magazine pages, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training and Domestic Science*: Bench work and furniture construction, for boys. Cookery, for girls. Class projects. *Music*: See seventh grade. *Physical Training*: Girls—Swedish Day's Order. Games of higher organization, such as Captain Basket Ball and Indoor Baseball. Folk dances. Boys—apparatus work additional.

THE LIBRARY

The library contains about 19,000 volumes, classified according to the Dewey decimal system and arranged on low shelves to which the students have free access.

Though the desirability of supplying good reading for leisure hours is not overlooked in the choice of books, the main purpose is to provide the means for pursuing the branches prescribed in the courses of study. The subjects most fully represented are: psychology and education, science, travel, history, and literature. About one thousand new volumes are added annually. Great care is taken in the selection of books; the liberal use made of the library by students shows that the collection fulfills its purpose. The past year shows an average monthly circulation of forty-eight hundred, exclusive of books used in the library. The library is supplied also with most of the best current literature, professional and general. A Circular of Information to those who use the library has been issued and has proved very helpful to students in many ways.

In addition to the ordinary reference books, such as dictionaries, encyclopedias, and atlases, there are, either bound or on file, about eight hundred volumes of the leading literary and educational periodicals, which, by the aid of Poole's Index and kindred publications, can be used to great advantage. The use of the library in general is facilitated by a card catalog containing besides the title and subject of every book and the name of its author, many references to magazines and other sources, the titles of which do not indicate the contents.

GRADUATES

SUMMER CLASS, JUNE 24, 1909

Academic-Professional Course

Edna Browne Riggins

General Professional Course

Edith R. Adams	Izelle Opal Emery	Alice Cary Knight
Elsie Marion Adams	Ethel J. Enyeart, B.L.	Nellie Kress
Helen M. Alexander	Gwendolyn Evans	Nelle Lancaster, B.S.
Jean Geddes Alexander	Susan E. Field	Leah Bell Lawrence
M. Gladys Andrews	Geraldine Fitz-Gerald	Claire Idegerte Leib
Julia May Bailiff, A.B.	Edith Irene Flynn	Reba Mabel Lindley
Helen Leona Baker, A.B.	Beryl Lorena French	Lillian Lockett
Jettie Baskett	Grace Lydia Fuller	Mabel Luther
Bonnie Belle Barrow	Rosamae Brown-Gilbert	Pearl D. Lyman
Bonnie Ella Bennett	Emilie L. Gillespie, A.B.	Lola Edna Mast
Clara M. Bennett, A.B.	Helen Jean Gillespie	Clara B. Mauer
Margaret Orril Bishop	Martha M. Gore, B.S.	Pearle L. Maynard
Gertrude M. Bond	Mattie C. Haddock	Belle McCain
Genevieve Boothe, A.B.	Helen May Hall	George J. McDonald
Josephine Brandt	Eva Hamilton	Mabel E. McFadden, B.S.
Margaret Brandt	Agnes M. Hanifan	Jean Ramsay McRae
Lois Ella Bratt	Ruth M. Hardin	Mary R. Medbery
Estella Mary Browne	Katherine F. Hardy	Susie Edith Miller
Edith Almera Cade	Laura M. Hauverman	Calla R. Milliken, A.B.
Laura Cairns	Cassandra Hazzard	Winnefred Millsbaugh
Eloise M. Chancellor	M. Alice Hepner	Frances Anne Mitchell
Vinnie Irene Clark	Juliet Hobbs	Edith Harriet Moore, A.B.
Catherine G. Colgan	Virginia Ruth Hoffman	Ida Alice Moore
Lulu I. Convis	Loueva M. Honn	Violet D. Nebelung
Grace Olive Cookman	Esther Hoover	Mary Colista Olmsted
J. Randolph Cookman	Beulah J. Hopkins	Susie Ewing Ott
Adeline M. Coombs	Alice Horton	Nellie M. Parsons, A.B.
Florence May Covell	George D. Houk	Frances D. Payne
Freda L. Coward	Lucy E. Howell, A.B.	Johanna Lelia Poage, A.B.
Margaret Crum, B.L.	Iva Fern Hunter	Marjorie Julia Prior
Maud M. Curl	Florence Caroline Jackson	Bertha Adelle Provinse
Bert B. Davis	Hilda L. Jellison	Regina Helen Quesnel
Cecile Dippo	Hilda S. Johnson	Gladys Quinn
Meekie W. Dismukes	Mary Adaline Johnson	Nell Blanche Ratliff
Elsie Celestia Dobbins	Tula Marguerite Johnson	Grace G. Reeves
Inez A. Dunham	Edith Johnston	Alice M. Robinson
Edna K. Durkee, B.L.	Lynn K. Judd	Nettie B. Rose
Anna J. Ehrnbeck, A.B.	Mary E. Karnahan	Florence Adda Ruth, A.B.
Roxy Elliott	Ellen Fidelia Kidd	Edna May Saulsbury

General Professional Course—Continued

Josephine Alice Seaman	Mary Elizabeth Sturgis	Henrietta Helen Valla
Anna Pearl Sharp	Estelle Verda Summers	Katharine G. Waddell
Mary Sherburne	Charlotte Louise Sumner	Flossie M. Weisbard
Addie Grace Short	William Roy Tanner	Elsie Louise Wickersheim
Elizabeth Hargraves Smith	Lillian Regina Thielen	Halla Marion Willits
James Merle Smith, B.L.	Alma Marguerite Thomas	Rena Sessions Willoughby
Mary Pearl Smith	Helen Morey Tracy, A.B.	Mary Catherine Wine
Harriet A. Snyder, B.L.	Katherine Earle Twombly	Florence Ruth Wright
Emma Stanley	Edith Tyler	Ruth Wylie
Clara Strong	Helen R. Tyler	

Kindergarten Training Course

Vinna Katharine Boydston	Edith Lois Maurice	Elizabeth Page Williams
Margaret Rose Carnes	Florence Lillian McKellar	Marion C. Williams
Susan Wilshire Carpenter	Helen Reed	Persia Wimberly
*Gladys Lamb	Evelyn Wilson Snyder	

WINTER CLASS, DECEMBER 17, 1909**General Professional Course**

Myrtle Elinor Backus	Nancy Leigh Hovey	Elizabeth Stringfield Ow
Etolia Bigelow	Nellie Jenifer	Dorothy Perrin
Verna Boyd	Virginia R. Jordan	Gertrude Anna Rives
Lillian T. Brewer, A.B.	Edith Florence Jones	Edna Knapp Sewell
Lauretta M. Butters	Ethel F. Langshaw	Lillian M. Stiles
Stella C. Clayton	Olive H. Leonard, A.B.	Lillian Van Deinse
Mary T. Cunningham	Octavia Bass Lockett	Bessie Ellen Walker
Cora V. Fuller	Rose Mann	Jennie Boatman Wilcox
Josephine Harris	Florence Mabel Mayes	Agnes J. Young
Ethel Pearl Herrig	Helen Marie Nye	

Kindergarten Training Course

Leola Arenschield	Edith Foster	Marguerite Winston
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SPRING CLASS, MARCH 25, 1910**General Professional Course**

Maude Andrews	Margaret D. Dalglish	Daisy I. Harding
Clara Bartram, A.B.	Sophia M. Davies	Frank Loucks Heil
Jennie Benson	Irma S. Doughty	Lola R. Heintz
Rosa Biehl	Delta Frances Eaton	Junius Laws
Gladys Raymond Bond	Mary Edith Ellis	Vera Layne
Elizabeth A. Brewer	Bessie Iona Ewing	Barbara Ella Lee, A.B.
Edith L. Bruckman, A.B.	Annie Stella Garcia	Etta Elizabeth Lee, A.B.
Sara A. Caldwell, B.L.	Jessie Stewart Gilman	Leona B. Lodwick, A.B.
Marian Alice Cheney	Lulu Glockner, A.B.	Leah A. Phillips, A.B.
Nellie Edith Clingan	Susanne Gough	Linda May Preston
†Ruth Banks Colburn	Rose E. Green	Merle Marie Prewitt
Dorothy Crane	Gertrude Barton Greene	Iola Beatrice Quandt, A.B.

*Graduate Kindergarten Training Course, June, 1906.

†Graduate of General Professional Course, March, 1909.

General Professional Course—Continued

Margaret Winifred Richards	Florence C. Speicher, A.B.	Ivan Richard Valgamore
Lou Edna Scott	Aileen Elizabeth Staub, A.B.	Joy F. Vance
Lura Marie Sheats, A.B.	Harry Bryson Thomas, A.B.	Carrie May Warden
Janet E. Smart, A.B.	Jennie A. Thomas	Grace Watkins
Martha Helena Specht	Ruth Ann Townsend	

Kindergarten Training Course

Margaret E. Cameron	Lelia Isabelle Putnam	Mildred Sherk
Nancy Fallis	Eulalie Schiffman	Angela Shipman
Edith Rosalie Hurst		

NUMBER OF GRADUATES SINCE ORGANIZATION

1. Year ending June 30, 1884	22
2. Year ending June 30, 1885	35
3. Year ending June 30, 1886	43
4. Year ending June 30, 1887	48
5. Year ending June 30, 1888	35
6. Year ending June 30, 1889	57
7. Year ending June 30, 1890	53
8. Year ending June 30, 1891	75
9. Year ending June 30, 1892	78
10. Year ending June 30, 1893	88
11. Year ending June 30, 1894	77
12. Year ending June 30, 1895	81
13. Year ending June 30, 1896	65
14. Year ending June 30, 1897	56
15. Year ending June 30, 1898	89
16. Year ending June 30, 1899	107
17. Year ending June 30, 1900	127
18. Year ending June 30, 1901	130
19. Year ending June 30, 1902	106
20. Year ending June 30, 1903	109
21. Year ending June 30, 1904	96
22. Year ending June 30, 1905	120
23. Year ending June 30, 1906	155
24. Year ending June 30, 1907	138
25. Year ending June 30, 1908	210
26. Year ending June 30, 1909	243
27. Classes of December, 1909, and March, 1910	89
Total	2,617
Number graduating from two courses; counted twice	21
Total, excluding names counted twice	2,596

CATALOG OF STUDENTS, 1909-1910

GENERAL PROFESSIONAL DEPARTMENT

Senior Classes

Ahlstrom, Maie L.....	Florence	Bruington, Bessie	Los Angeles
Allen, Howard	Los Angeles	Brunswicker, Marye	Norwalk
Anderson, Mattie	Los Angeles	Buck, Luna Grace.....	Los Angeles
Andrews, Grace	Hollywood	Buehn, Elsie	Los Angeles
Andrews, Maude	Hollywood	Bulfinch, Constance I....	Los Angeles
Ardis, Ethel	Downey	Burnham, Jessie A.....	Riverside
Ashcroft, Roy E.....	Los Angeles	Butters, Laurretta M.....	Long Beach
Augur, Edna Frances....	Los Angeles	Caldwell, Sara A., B.L.....	Claremont
Backus, Myrtle E.....	Los Angeles	Calvert, Jessie May	Los Angeles
Baker, Mildred K.....	Los Angeles	Campbell, Herbert Oscar....	Whittier
Bartlett, Myrth, A.B.....	Los Angeles	Campling, Stella Mae.....	Los Angeles
Bartram, Clara, A.B.....	Los Angeles	Canterbury, Ethel	Redlands
Bass, Ethel Marie.....	Los Angeles	Carpenter, Mabel Harriet..	Los Angeles
Baugh, Ruth Emily	Pasadena	Carr, Mabel Winnifred.....	Oxnard
Beal, Mrs. Myrtle W.....	Glendale	Caster, Gladys Lucylle.....	Whittier
Beebe, E. Alice.....	Corona	Catland, Sallie	Santa Ana
Behrens, Elsie E.....	Los Angeles	Chandler, Hazel L.....	Los Angeles
Bell, Minnie Sophia.....	Orange	Chase, Mabel E.....	Whittier
Benson, Jennie	Upland	Cheek, Bertha.....	Aurora, Ind.
Bentley, Lottie L.....	Los Angeles	Cheney, Marion Alice.....	Los Angeles
Best, Ethel L.....	Los Angeles	Clarke, Anna Electra.....	Norwalk
Biehl, Rosa	Los Angeles	Clayton, Arthur Harrison....	Norwalk
Bigelow, Etolia Adale....	Long Beach	Clayton, Stella C.....	Terminal
Bird, Alice Irene, B.L...	Sierra Madre	Clingan, Nellie E.....	Los Angeles
Black, Eva	Pasadena	Colborn, Ruth B.....	Los Angeles
Blair, Melissa Abigail	Long Beach	Coley, Katheryne W.....	Alhambra
Bliss, Helen Claire	Santa Cruz	Combs, Mrs. Phebe R.....	Los Angeles
Blodgett, Ruth, A.B.....	Bakersfield	Connor, Edith A.....	Lamanda Park
Blust, Alice	Los Angeles	Cooney, Agnes.....	Los Angeles
Bolton, Katherine.....	Pomona	Cooper, Marguerite M....	Los Angeles
Bonar, Mrs. Mary R.....	Owensville, Ohio	Cox, Mary Louise.....	Santa Ana
Bond, Gladys	Los Angeles	Cracraft, Elizabeth	Tropico
Boquist, Adele E....	Minneapolis, Minn.	Crane, Dorothy.....	Los Angeles
Boquist, Elinor Rachel....	Kingsburg	Crawford, Mrs. Bertha T..	Los Angeles
Boyd, Verna	Santa Ana	Crawford, Esther A.....	Rivera
Bracewell, Lida S.....	San Bernardino	Cripe, Samuel.....	The Palms
Bradley, Mrs. Mabel A....	Los Angeles	Crosby, Irma Edith..	Huntington Park
Brandt, Gladys L.....	Los Angeles	Crowell, Mary Dean.....	Los Angeles
Brewer, Elizabeth A.....	Los Angeles	Crutchfield, Pearl C.....	Los Angeles
Brewer, Mrs. Lillian, A.B..	Los Angeles	Cunningham, Mary T....	Los Angeles
Brittan, C. Augusta....	Bozeman, Mont.	Dabney, Nellie Pearl.....	Los Angeles
Brokaw, Dorothy	Pasadena	Daggett, Ida M.....	Bangor, Maine
Brown, Eleanor Henrietta...	Colegrove	Dalgleish, Margaret D.....	Rialto
Brown, Hattie N.....	Pasadena	Danell, Anna Margaret....	Kingsbury
Brown, Mary P.....	Los Angeles	Davaine, Mary	Covina
Bruckman, Edith L., A.B.,	Los Angeles	Davies, Sophia M.....	Los Angeles

Senior Classes—Continued

DeWolf, Agnes	Pasadena	Hall, Loie M.....	Elgin, Ill.
Dickey, Helen Janet.....	Los Angeles	Halverson, Inga.....	Los Angeles
Dolton, Lida May.....	Los Angeles	Halvorson, Elsie.....	Los Angeles
Domenigoni, Margherita ...	Winchester	Hamerton, Grace E.....	Los Angeles
Dougherty, Elinor.....	Los Angeles	Hamilton, Bessie Edna...	Los Angeles
Doughty, Irma S.....	Toledo, Ohio	Hansen, Christine M..	San Bernardino
Drew, Anna M.....	The Palms	Harding, Daisy L.....	Los Angeles
Duncan, Carol Adeliade...	Los Angeles	Harrington, Laura Mary..	Los Angeles
Durr, Sophia Josephine.....	Oxnard	Harris, Ethel Mary.....	Garden Grove
Earle, Edna, A.B.....	Los Angeles	Harris, Josephine.....	Downey
Eaton, Delta F.....	Norwalk	Harris, Leona	Norwalk
Eaton, Vesta Kyle	Norwalk	Haskell, Georgia Adele	Downey
Ellis, Edith Mary.....	Whittier	Hasty, Fannie.....	Santa Ana
Ellsworth, Mrs. Sophia...	Los Angeles	Hedgpeth, Annie S..	Prairie Home, Mo.
Elmore, Miriam.....	Los Angeles	Heil, Frank L.....	Santa Ana
Ewing, Bessie Ionia.....	Los Angeles	Heintz, Lola Rose.....	Los Angeles
Farrell, Bessie E.....	South Pasadena	Hendrick, Orra L.....	Sawtelle
Felton, Mrs. Mary E.....	Pasadena	Herbold, Madeleine C.....	Pomona
Field, Leanna	Highland	Herdeg, Helen Lush.....	Riverside
Fisher, Barbara W.....	Los Angeles	Herrig, Pearl Ethel.....	Pasadena
Fitch, Frank B., A.B....	Los Angeles	Hilliard, Lillian G.....	Los Angeles
Fitzgerald, Mary Ellen...	Los Angeles	Holcomb, Ruth.....	Los Angeles
Ford, M. Blanche.....	Los Angeles	Hollingsworth, Bessie	Wilmington
Ford, Margaret	Los Angeles	Hossler, Geneva	Santa Ana
Foster, Louise Ernestine..	Los Angeles	Houghton, Mabel A..	Enosburg Falls, Vt.
Fox, Sade	Modesto	Haovey, Leigh Nancy.....	Pasadena
Frederick, Mrs. Cora B....	Los Angeles	Howard, Juliet.....	Terre Haute, Ind.
Fredricks, Agatha....	Milwaukee, Wis.	Howell, Mary Davis.....	Los Angeles
Freeman, Blanche Yoland.	Los Angeles	Huff, Mazie Elizabeth.....	Highland
Fuller, Cora V.....	Algona, Iowa	Hull, Emma May.....	Covina
Fulton, Williamae	Ceres	Hurley, John R.....	Albion
Gallup, Margaret C.....	Santa Ana	Jackson, Iva	Whittier
Garcia, Annie Stella.....	Los Angeles	Jenifer, Nell	San Fernando
Garratt, Eunice Ellari...	Los Angeles	Johnson, Anna Elizabeth...	Pasadena
Gaynor, May G.....	Los Angeles	Johnson, Annie Bee.....	Los Angeles
Gilhausen, M. Elsie.....	Glendale	Johnson, Marion Louise...	San Gabriel
Gilman, Jessie S., A.B.....	Pasadena	Johnson, Ruby Christine..	Los Angeles
Given, Bess Marguriete...	Los Angeles	Jones, Edith Florence....	Los Angeles
Glasscock, Mary Edna ...	Chatsworth	Jones, Mayme S.....	Ashtabula, Ohio
Glockner, Lulu, A.B.....	Los Angeles	Jordan, Virginia R.....	Prescott, Ark.
Goetz, Mae A.....	Los Angeles	Judd, Genevieve	Sawtelle
Good, Mary E., A.B.....	Pasadena	Kendrick, Widde G.....	Los Angeles
Gough, Susanne	Los Angeles	Kersey, Vierling	Los Angeles
Granger, Leda M....	Lewiston, Idaho	Kidd, Mary Genevieve..	Flagstaff, Ariz.
Grant, Pearl Jewell.....	Los Angeles	Killion, Nellie H.....	Lankershim
Gray, Mrs. Ella E.....	Los Angeles	Klein, Edith Mabelle....	Los Angeles
Gray, Mary Alnetta.....	Los Angeles	Klein, Mrs. Kathryn.....	Los Angeles
Green, Hallie	Jackson, Pa.	Klyce, Mrs. Laura V....	Ft. Smith, Ark.
Green, Rose E.....	Los Angeles	Knowlton, Blanche	Monrovia
Greene, Gertrude Barton...	Pasadena	Koehler, Lillian A.....	Redlands
Grim, Mary Agnes.....	Anaheim	Kreisher, Elizabeth L....	Los Angeles
Grimshaw, Mary Alice	Anaheim	Kring, Alida May.....	Los Angeles
Grizzle, Olga	Corona	Kuhule, Helene Louise...	Los Angeles
Grubb, Hattie Helen.....	Oxnard	Lamson, Helen Dell.....	Corona
Halfpenny, M. Lillian, A.B....	Ontario	Landreth, Lillian M., A.B.	Los Angeles

Senior Classes—Continued

Langshaw, Ethel F....	Allegan, Mich.	Morton, Louise Blanche..	Los Angeles
Larter, Viola Marie.....	Santa Ana	Moss, Lillian K.....	Los Angeles
Laurance, Georgia E....	San Bernardino	Mueller, Lillie B.....	Los Angeles
Lawhead, Emma J.....	Whittier	Munhall, Beryl C.....	Orange
Laws, Junius E.....	Los Angeles	Neilson, Nellie V.....	Reddick, Ill.
Lawson, Annie S., B.S....	Los Angeles	Newlan, Victor	Norwalk
Layne, Vera G.....	Los Angeles	Noggle, Mabel D.....	Colegrove
Lee, Agnes May.....	Los Angeles	Nye, Helen Marie.....	Los Angeles
Lee, Barbara E., A.B....	Los Angeles	Officer, Elizabeth L., A.B..	Ocean Park
Lee, Etta Elizabeth, A.B..	Los Angeles	Oneal, Gertrude	Pasadena
Lehman, Lorenzo J., B.E..	Los Angeles	O'Reilly, Anna Mabel....	Los Angeles
LeMesnager, Louise Paz..	Los Angeles	Ow, Mrs. Elizabeth....	San Luis Obispo
Leonard, Mrs. Olive, A.B.	Los Angeles	Oyler, Georgia Lee.....	Los Angeles
Leonhardy, Alma.....	San Luis Obispo	Palm, Paula L.....	Santa Fe Springs
Leppard, Annie.....	Los Angeles	Palmer, Mabel	Pasadena
Lewis, Clara.....	Los Angeles	Patterson, Ella Jane, A.B..	Burnett
Lincoln, Sadie Marie....	Charter Oak	Paul, Mamie Ellen.....	Colton
Lindeman, Florence	Alhambra	Peabody, Cecil Lenora..	San Fernando
Lindley, Mrs. Della.....	Long Beach	Perrin, Dorothy.....	Perrysburg, Ohio
Llewelyn, Hilda Read.....	Asti	Pfaffman, Matilda L.....	Los Angeles
Lockett, Octavia	Pasadena	Phillips, Leah A., A.B....	Los Angeles
Lodwick, Leona, A.B.....	Hollywood	Poole, Isabelle Clara.....	Artesia
McAfee, Grace Deane....	Los Angeles	Porterfield, Mrs. Ruby, A.B..	Artesia
McCarty, Maud.....	East Highlands	Potter, Gertrude.....	Los Angeles
McCloskey, Pearl.....	Los Angeles	Pratt, Mildred Wyman....	Los Angeles
McClure, Clara B.....	Los Angeles	Preston, Linda May.....	Los Angeles
McCoid, Evelynne E.....	Whittier	Prewitt, Merle M.....	Los Angeles
McHugh, Margaret.....	Los Angeles	Pringle, Gretchen.....	Marengo, Ill.
McIntyre, Myrtle	Ventura	Proctor, Hallie May....	Huntington Park
McManus, Violet.....	Los Angeles	Pulford, Bertha.....	Los Angeles
McMeekin, Emma C.....	Elgin, Ill.	Quandt, Lola B., A.B....	Santa Monica
McNeely, Mabel Ada....	Los Angeles	Randall, Nellie A.....	Geneva, Ohio
McOwan, Ella Edith.....	Los Angeles	Reeve, Grace Agnes.....	Los Angeles
Maas, Inez Elma.....	Anaheim	Reeves, Iva Josephine....	Orange
Mahon, Elsie.....	Santa Paula	Rensberger, Mrs. Luella..	Los Angeles
Malter, Malvina D.....	Los Angeles	Richards, Eleanor.....	Los Angeles
Mann, Rose.....	Duquoin, Ill.	Richards, Ethel.....	Enid, Okla.
Martin, Minnie	Pomona	Richards, Inez Naomi....	Enid, Okla.
Mathewson, Ruth E.....	Los Angeles	Richards, M. Winnifred...	Los Angeles
Mayes, F. Mabel.....	Downey	Richardson, Helen P.....	Anaheim
Mears, Emeline	Pasadena	Riecker, M. Eleanor.....	Tucson, Ariz.
Merrilees, Jessie E.....	Redlands	Riley, Gladys Georgia....	Ventura
Middleton, Lena F.....	Orange	Rippeto, Clara M.....	Los Angeles
Millage, Violet.....	San Bernardino	Rives, Gertrude Anna.....	Hemet
Miller, Bertie E.....	Los Angeles	Robbins, Edna Belle.....	Santa Ana
Miller, Caroline.....	Los Angeles	Robinson, Edna Jean.....	Salinas
Miller, Edith Marie.....	Pasadena	Robinson, Elizabeth P.....	Azusa
Mitchell, F. Annette....	Los Angeles	Robinson, Leah.....	Los Angeles
Mitchell, Lorraine	Glendale	Rosenthal, Doris P.....	Los Angeles
Moncrief, Emma M..	Butler Springs, Ala.	Rothermel, Alice Kent.....	Ontario
Moody, Nella.....	Los Angeles	Rouse, Lorita.....	Los Angeles
Moorhead, Mary.....	Columbus, Ohio	Rowley, Grace May, A.B...	Santa Ana
Moran, Josephine.....	Los Angeles	Ruhland, Lutie R.....	Alhambra
Moritz, Ruth.....	Los Angeles	Runyan, Helen J., A.B....	Los Angeles
Morton, Ella.....	Santa Barbara	Rutherford, Mrs. DeR. M.	Los Angeles

Senior Classes—Continued

Rutty, Ellen	Pomona	Symonds, Margie L.....	Los Angeles
Samuels, Bessie	Pasadena	Talcott, Grace May.....	Santa Ana
Sandford, Saada M.....	Chino	Thiele, Catherine	Los Angeles
Saulque, Helen	Inglewood	Thomas, Jennie A.....	Los Angeles
Savory, Frankie	Pasadena	Thomas, Harry B., A.B....	Los Angeles
Sawyer, Cora D.....	Los Angeles	Thompson, Mary Belle...	Seal Gardens
Schneider, Rose Allene....	Los Angeles	Thompson, Maude.....	South Pasadena
Schwartz, Florence.....	Los Angeles	Towne, Gladys Florence....	Downey
Scott, Lou Edna.....	Los Angeles	Townsend, Ruth Ann.....	Los Angeles
Scudder, Mrs. Agnes C....	Los Angeles	Tyrrell, Emily Randall....	Los Angeles
Seeds, Corinne Aldine.....	Pasadena	Updyke, Marjorie M.....	Los Angeles
Severance, Lena A....	San Bernardino	Uttley, Elva L.....	Santa Ana
Sewell, Mrs. Edna K.....	Los Angeles	Valgamore, Ivan B.....	Pasadena
Sheats, Lura, A.B.....	Santa Ana	Van Deinse, Lillian..	Greenville, Mich.
Sheldon, Mrs. Fronie H....	Los Angeles	Vance, Joy F.....	Santa Ana
Sherman, Mrs. Myrtle H....	Los Angeles	Vesesy, Winnifred B.....	Pasadena
Shrode, Frances Bertha....	Monrovia	Walk, Annie Belle.....	Downey
Shultz, June.....	Los Angeles	Walker, Bessie Ellen.....	Los Angeles
Silverthorn, Fay M.....	San Gabriel	Walker, Lella Cleaves.....	Fresno
Sinclair, Margaret Mary....	Los Angeles	Wallop, Edith Lillian.....	Anaheim
Skinner, Edna Eugenia....	Los Angeles	Ward, Irene Louisa.....	Glendale
Smart, Janet, A.B.....	Santa Ana	Warden, Carrie May.....	Los Angeles
Smith, A. Grace.....	Los Angeles	Warner, Thea N.....	Los Angeles
Smith, Agnes Cornelia.....	Colegrove	Waterman, Gertrude.....	Los Angeles
Smith, Frances	Hollywood	Watkins, Grace.....	Los Angeles
Smith, Margaret Hamilton..	Los Angeles	Webb, Ethel Lillian.....	Los Angeles
Smith, Margaret Laverna..	Los Angeles	Webb, Minnie.....	Los Angeles
Smith, Ruth Pauline.....	Bakersfield	Wendling, Bessie L., A.B..	So. Pasadena
Specht, Martha.....	Los Angeles	White, Eleanor.....	Los Angeles
Speicher, Florence C., A.B.	Los Angeles	White, Theresa K....	Anaconda, Mont.
Sprague, Grace B.....	Los Angeles	Whitney, Edna.....	Anacortes, Wash.
Sproul, DeAttreass	Norwalk	Wicker, Emma A.....	Whittier
Stanley, Edith Priscilla....	Santa Ana	Wicker, Nellie E.....	Whittier
Staub, Aileen E., A.B.....	Los Angeles	Wilcox, Helen Sophia....	Long Beach
Stein, Lucy.....	Los Angeles	Wilcox, Mrs. Jennie B....	Los Angeles
Stephens, Nellie E., A.B...	Delta, Colo.	Wilcox, Retta.....	Los Angeles
Stewart, Pearl.....	Los Angeles	Williams, Maud Blanche..	Los Angeles
Stiles, Lillian May.....	Fresno	Williams, Ruth C.....	San Bernardino
Stone, Mary L., B.L.....	Los Angeles	Willmert, Alma N.....	Ontario
Stonehouse, Elsie Valtina....	Pasadena	Winstanley, Ella M.....	Los Angeles
Sturges, Mary M....	River Forest, Ill.	Wright, Edna Lillian.....	Orange
Sunderland, Florence.....	Los Angeles	Wright, Ethel.....	Santa Ana
Sweet, Marie.....	Los Angeles	Young, Agnes J.....	Ontario
Sylva, Lillian Lucy.....	Wilmington	Zinnamon, Lenore.....	Los Angeles

Total 400

Including classes graduating December 7, 1909, and March 26, 1910.

Junior Classes

Abbott, Edward T.....	Garden Grove	Cowan, Beulah Martha....	Los Angeles
Andrews, Esther	Colton	Craig, Katheryne	Rivera
Andrews, Etha.....	Hermosa Beach	Crawford, Fanny M.....	Pasadena
Andrews, Willa.....	Hermosa Beach	Cross, Margaret D.....	Monrovia
Archer, Eloise	Corona	Dalland, Augustine.....	Los Angeles
Armstrong, Martha Mace..	Los Angeles	Danks, Marfreda H.....	Fresno
Auld, Daisy D.....	Santa Monica	Davis, Grace Minerva....	Los Angeles
Badger, John Freeman.....	Azusa	Davis, Myrtle.....	Los Angeles
Baer, Mildred.....	Los Angeles	Decourt, Alberta.....	Los Angeles
Bailey, John Emil.....	Los Angeles	deGarmo, Susan M....	Seattle, Wash.
Baker, Mabel Ione.....	Los Angeles	DeMars, Mabel Albertine....	Florence
Ball, Edith	Los Angeles	Dickie, Bessie Tuipper....	Lemoore
Ball, Grace Agnes.....	Los Angeles	Dolton, Luzetta Ellen....	Los Angeles
Barr, Helen Alice.....	Los Angeles	Donnell, Laura Lillian...	Los Angeles
Barry, Mildred Annette...	Los Angeles	Doty, Glendora.....	Santa Ana
Beam, Susan Harriet.....	Los Angeles	Douglass, Alice	Pasadena
Behrens, Lottie.....	Los Angeles	Douglass, Laura Lee.....	Surrey
Bemus, Farla.....	Santa Ana	Douglass, Mary Belle.....	Surrey
Bennett, Matilda E. A....	Los Angeles	Drake, Helen	Fullerton
Benson, Ethel Frieda....	East Highlands	Dresser, Gladys M....	South Pasadena
Bentien, Clara Johanna..	San Bernardino	Duignan, Katherine F....	Los Angeles
Blake, Lois Marion.....	Anaheim	Dunham, Inez D.....	Los Angeles
Blind, Helen.....	Los Angeles	Dunn, Zelma B.....	Los Angeles
Bloomfield, Norma.....	Los Angeles	Dyck, John P.....	Huntington Park
Blum, Mildred.....	Los Angeles	Eaton, Zuetta Ruth.....	Norwalk
Borden, Tillie.....	Long Beach	Edmunds, Margaret...	Huntington Park
Bourdeiu, Aimee.....	Los Angeles	Eldridge, Ruth Francis...	Los Angeles
Boyd, Annie M.....	Los Angeles	Erwin, Wynifred H.....	Los Angeles
Bradley, Charlotte.....	Los Angeles	Espe, Ada E.....	Los Angeles
Bradley, Millie.....	Los Angeles	Estes, Lillian Luella....	Los Angeles
Brannen, Mary Marguerite.	Los Angeles	Fellows, Ruth.....	Los Angeles
Bratt, May	Downey	Ferguson, Laura Genevieve..	Alhambra
Bristow, Rebekah Elsie....	Gardena	Ferrell, Ruth	Alhambra
Brown, Mrs. Helen D....	Santa Monica	Flanagan, Grace Ann.....	Ventura
Browne, Margaret Jane...	Los Angeles	Florcken, Vera.....	Los Angeles
Bryant, Nellie.....	Los Angeles	Forsberg, Florence Hannah...	Gardena
Burke, Elizabeth.....	San Fernando	Forsyth, Margaret Alban..	Los Angeles
Burke, Isabel Lagonia....	Riverside	Franklin, Hardinia.....	Los Angeles
Burns, Hazel.....	Los Angeles	Franks, Faye.....	Los Angeles
Burpee, Myra Elizabeth....	Covina	Fraser, Margaret M.....	Los Angeles
Bush, May V.....	Hermon	Frost, Hazel Adeline....	Los Angeles
Cameron, Iva Delight....	Los Angeles	Fullerton, Winnifred....	Los Angeles
Chancellor, Mattie.....	Los Angeles	Garver, Edith.....	Hermosa Beach
Chandler, Ruth F.....	Los Angeles	Giacomazzi, Catherine Ida.	Los Angeles
Chase, Ethel E.....	Glendale	Gilbert, Alma E.....	Sierra Madre
Chrisman, Victoria	Redondo	Gilhousen, Ruth	Glendale
Christensen, Agnes May..	Los Angeles	Given, Marion Gladys....	Los Angeles
Clanton, Hettyleigh	Norwalk	Gleason, Hazel Muriel...	Los Angeles
Clark, Myrtle.....	Los Angeles	Gleiss, Irene.....	Los Angeles
Coad, Nell Travis.....	Pasadena	Godfrey, Mary.....	San Pedro
Cochran, Bess Aliene....	Los Angeles	Goodwin, Edna M.....	Los Angeles
Coley, Elizabeth	Alhambra	Grayston, Florence L.	Huntington Park
Collins, Rae L.....	Pomona	Green, Bernice Rowena...	Los Angeles
Conger, Dorothy.....	Los Angeles	Griffen, Lucy.....	Los Angeles

Junior Classes—Continued

Griffith, Benjamin Wilbur....	Inglewood	Lockard, Ethel.....	Los Angeles
Grouard, Louise.....	Santa Ana	Lockwood, Alice Marie....	Los Angeles
Gugenheim, Irene B.....	Los Angeles	Long, Olive Elizabeth.....	Los Angeles
Halverson, Lottie.....	Los Angeles	Loveland, Stella M.....	Los Angeles
Hamilton, Pearl.....	Los Angeles	Lovell, Jennie C.....	Los Angeles
Harding, Margaret	Downey	Lowman, Sarah Ione.....	Los Angeles
Harding, Marie.....	Santa Ana	Ludwig, Ruth E.....	Los Angeles
Harris, Genevieve Craven..	Los Angeles	Lukens, Anna M.....	Los Angeles
Hart, Ellen.....	San Pedro	McClaffin, Mildred.....	Los Angeles
Hawley, Helen Margaret..	Los Angeles	McCarty, Ruth C.....	Los Angeles
Heil, Ruth Augusta.....	Santa Ana	McClean, Linda.....	San Bernardino
Hillen, Hazel Irene.....	Pomona	McCully, Helen Ruth.....	Los Angeles
Hodges, Clarence	Covina	McIntyre, Lily Ann.....	Ventura
Hoff, Hulda Elsie.....	Los Angeles	McPeak, Louisa Milford..	Los Angeles
Holcomb, Avis E.....	San Bernardino	Magruder, Lois Margaret..	Los Angeles
Holway, Marie.....	Los Angeles	Mahoney, Delia May....	Salmon
Hopkins, Bertha.....	Burbank	Martin, Josephine	Corona
Hotchkiss, Lulu.....	Santa Clara	Mathews, Rena	Wilmington
Hughey, Genevieve.....	Los Angeles	Matson, Ruth.....	Long Beach
Hummell, Lucy.....	Los Angeles	Mayes, Hildreth.....	El Monte
Hund, Leila Frances.....	Ventura	Merriam, Ruth	Pomona
Hunt, Gertrude.....	Los Angeles	Middaugh, Marguerite....	Los Angeles
Hunt, Margaret.....	Los Angeles	Miller, Ethel Grace.....	Los Angeles
Hunter, Emma A.....	Redlands	Moore, Annie Mary	Los Angeles
Huston, Gladys Marion...	Los Angeles	Moore, Lena Stamps.....	Rivera
Jackson, Elaine.....	Santa Ana	Morrison, Mina.....	Los Angeles
Jackson, Lela.....	Santa Ana	Munz, Astria	Roosevelt
Jellison, Mary Rae.....	Monrovia	Nahlinger, Eleanor Patricia.	Hyde Park
Jensen, Mary.....	Los Angeles	Nash, Mrs. Myrtle Russell..	Riverside
Johnson, Elizabeth M....	San Luis Rey	Nason, Ray Garlick.....	Los Angeles
Johnson, Vernie Ellice....	Los Angeles	Neer, Ethel	Pasadena
Jones, Essie Love.....	Delano	Newcomer, Olive M.....	Santa Ana
Jones, Esther Mary.....	Los Angeles	Newman, Laura Marguerite..	Anaheim
Kallmeyer, California....	Los Angeles	Nicholas, Gertrude Elizabeth..	Pasadena
Keller, Mayme.....	San Bernardino	Nimmer, Vera A.....	Los Angeles
Kelly, Julia.....	Los Angeles	O'Brien, Ellen Serena....	Mare Island
Kennedy, Ruth Virginia...	Los Angeles	Parkins, Helen Holly....	Los Angeles
Keyes, Edith.....	Fresno	Parkins, Susan Minier....	Los Angeles
King, Dorothea E.....	Pasadena	Payne, Caroline V.....	Santa Ana
Kirchner, Elsie.....	San Pedro	Peck, Ethel Letitia.....	Los Angeles
Kirk, Edna.....	Inglewood	Peck, Mabel Millard.....	Imperial
Knall, Nettie.....	Santa Barbara	Perrin, Clara M.....	Pomona
Knoll, Pansy Marie.....	Los Angeles	Peterson, V. Dorothy.....	Santa Ana
Knowlton, Estelle	Monrovia	Philleo, Catherine	Azusa
Knupp, Eunice Marguerite...	Pasadena	Phillips, Sadie.....	Los Angeles
Kranz, Emma A.....	Los Angeles	Pierce, Lina Brooks.....	Los Angeles
Kuhl, Ione.....	Los Angeles	Pirie, Mary W.....	Orange
Karmer, Gladys F.....	Los Angeles	Pohnert, Henrietta Lucy....	Pasadena
Leavitt, Marguerite Mabel...	Pasadena	Porter, Hazel B.....	Garber, Okla.
Lee, Eva Rose.....	Compton	Porter, Helen	Fullerton
LeSage, Emma Agnes....	Los Angeles	Powell, Cora Ethel.....	Riverside
Lewis, Ida Lillian.....	Los Angeles	Powell, Mabel Bell.....	Riverside
Lighthall, Nellie	Orange	Powell, Nell.....	Los Angeles
Lindsey, Hazel.....	Los Angeles	Power, Jessie Hazel....	Baldwin Park
Livingston, Grace.....	Los Angeles	Powers, Anna B.....	Gardena

Junior Classes—Continued

Pursell, Elizabeth.....	Los Angeles	Thornton, Minnie Bethel.....	Artesia
Rathwell, Lelia.....	Los Angeles	Tilley, Jessie Frances.....	Santa Maria
Richards, Marguerite.....	Los Angeles	Tilley, Jessie Helen.....	Santa Maria
Rodda, Gladys Ann.....	Santa Monica	Tolle, Nett.....	Santa Ana
Romer, Mrs. Margaret T..	Los Angeles	Turner, Edith Clare.....	Los Angeles
Sadicoff, Minnie E.....	Los Angeles	Tyler, Vivian Irene	Tulare
Sanders, Lucy	Los Angeles	Van Alstyne, Edith.....	Los Angeles
Sawyer, Mamie Amelia....	Buena Park	Van Loan, Eva R.....	Los Angeles
Schindler, Grace Charlotte...	Anaheim	Van Velzer, Alta.....	Beaumont
Schmidt, Ida Louise.....	Los Angeles	Van Vleet, Ruth C.....	Los Angeles
Schroeder, Lillie.....	Santa Ana	Walk, Mattie Pearl.....	Downey
Schoenleber, Eda	Pasadena	Walker, Helen.....	Los Angeles
Scruggs, Elizabeth.....	Long Beach	Walker, Margaret.....	Long Beach
Setchell, Catherine.....	El Monte	Wallace, F. Elinor.....	Long Beach
Shaffer, Edythe.....	Los Angeles	Wallace, Sarah Julia.....	Alhambra
Sheldon, Bessie.....	Los Angeles	Ward, Helen Josephine....	Los Angeles
Shollenberger, Eva Fietta..	Los Angeles	Wasem, Marie.....	Long Beach
Shook, A. Catherine.....	Los Angeles	Watson, Dolores Marie....	Pasadena
Shupe, Nell.....	Los Angeles	Waye, Adah.....	Los Angeles
Simpson, Pearlletta May....	Pasadena	Weldon, Hilda.....	Los Angeles
Smith, Ellen May.....	Long Beach	Whalien, Myrta Harriet..	Howell, Mich.
Smith, Leta	Pasadena	White, Mary.....	Los Angeles
Sokoloff, Lillian.....	Los Angeles	Whitelaw, Florence Minnie.	Los Angeles
Spencer, Florence A.....	Los Angeles	Widener, Margaret.....	Los Angeles
Spofford, Bernice	Clearwater	Wilhelmi, Emma.....	Santa Monica
Stailey, Ruth Watt.....	Los Angeles	Wilke, Ruth Emelie.....	Los Angeles
Standlee, Lela.....	Los Angeles	Williams, Anna	Pasadena
Steinberger, Edith May..	Sierra Madre	Willits, Jessie	Puente
Sutton, Mabel A.....	Los Angeles	Williams, Zilda.....	Los Angeles
Swanson, Mamie	Visalia	Wilson, Lora Arline.....	Pomona
Swensen, Mae L.....	Los Angeles	Wonders, Emma Louisa....	Downey
Sylvester, Lottie May....	Los Angeles	Wyckoff, Helen Ramona...	San Gabriel
Talbott, Margaret.....	Pomona	Yett, Vivian Belle.....	Long Beach
Taylor, Flora Adel.....	Pomona	Yount, Harriet Newell....	Santa Ana
Thomas, Calla May.....	Los Angeles	Zeus, Lilly Margaret.....	Anaheim
Thompson, Aileen.....	South Pasadena	Zuber, Florence.....	Los Angeles

Total290

KINDERGARTEN TRAINING DEPARTMENT

Senior Class

Arenschield, Leola Mae.....	Glendora	Hulette, Gertrude A.....	Los Angeles
Baker, Vesta M.....	Los Angeles	Hurst, Edith Rosalie.....	Los Angeles
Brunson, Zeke K.....	Downey	McCully, Florence Marie..	Los Angeles
Cameron, Mrs. Margaret..	Ocean Park	Mernin, Marie.....	Los Angeles
Dalmazzo, Marion J.....	Los Angeles	Murrieta, Leta.....	Los Angeles
Douglass, Mary E., A.B....	Hollywood	Peirce, Florence E..	Big Rapids, Mich.
Fallis, Nancy.....	Los Angeles	Putnam, Lelia Isabelle.....	Pasadena
Foster, Edith H.....	Los Angeles	Schiffman, Eulalie I.....	Los Angeles
Grant, Sybil.....	Los Angeles	Sherk, Mildred	Pasadena
Hamilton, Helen	Santa Monica	Shipman, Angela Cosio....	Ocean Park
Hanly, Edith	Alhambra	Stewart, Helen.....	Los Angeles
Harcus, Rothel M.....	Los Angeles	Vallely, Eleanor Clara....	Los Angeles
Hensler, Norma.....	Los Angeles	West, Genie	Newmark
Herwetson, Mary Ross....	Los Angeles	Winston, Marguerite Y....	Los Angeles
Holmes, Gladys E.....	Los Angeles		

Total29

Including classes graduating December 17, 1909, and March 26, 1910.

Junior Class

Arnold, Jeane Louise.....	Whittier	Glover, Ceclia E.....	Pomona
Atlee, Marguerite Leslie...	Los Angeles	Hackett, Helen E., A.B...	Los Angeles
Attridge, Marion.....	Los Angeles	Hammond, Ida Mae	Pasadena
Atwood, Alice May	Covina	Hattie, Ethel.....	Los Angeles
Banks, Hazel Margaret....	Los Angeles	Hill, Adeline Williams.....	Santa Ana
Bohrer, Carlotta.....	Los Angeles	Huff, Sina.....	Los Angeles
Boorey, Florence	Pasadena	Hutchison, Leone.....	Los Angeles
Bucklen, Gladys Virginia..	Los Angeles	McAfee, Ruth W.....	Los Angeles
Carnes, Orlena Rose....	Ashton, Idaho	Miller, Cora May.....	Los Angeles
Castleman, Henrietta Case...	Pasadena	Miller, Helen L.....	Pasadena
Charlesworth, Edith L.....	Long Beach	Morrison, Rowena	Los Angeles
Cole, Flossie.....	Los Angeles	Parsons, Ada.....	Los Angeles
Cottingham, Blanche.....	Los Angeles	Richards, May H.....	Los Angeles
Davidson, Doris.....	Los Angeles	Rolfe, Hazel.....	Klamath Falls, Ore.
Davis, Beatrice Gretta.....	Pomona	Saunders, Geneva.....	Los Angeles
Davis, Cora M..	West Palm Beach, Fla.	Scott, Cassie Belle.....	Los Angeles
Deane, Leah Louise.....	Pasadena	Scoville, Mabel M.....	Corona
Dockstader, Cornelia....	Highland Park	Souders, Henrietta L.....	Los Angeles
Faulder, Angela Vyvynna.....	Covina	Smith, Adelaide Theresa..	Los Angeles

Total38

SPECIAL STUDENTS AND VISITING TEACHERS

Anderson, Mary Elaine.....	El Monte	Holt, Lillian H.....	Los Angeles
Baker, Mrs. Cora Stoner..	Los Angeles	Kershner, Leslie M.....	Los Angeles
*Baker, Helen Leona.....	Los Angeles	*Lancaster, Nelle.....	Los Angeles
Bartlett, Mrs. Emma.....	Los Angeles	*Langshaw, Ethel F....	Allegan, Mich.
Berry, Almeda	Pasadena	*Leonard, Mrs. Olive.....	Los Angeles
Billings, Julia....	Traverse City, Mich.	Minier, Bess	Pomona
Boudinot, May Fielding..	Los Angeles	*Seaman, Josephine Alice..	Los Angeles
Brown, Mabel	Monrovia	*Sewell, Mrs. Edna K....	Los Angeles
*Cheney, Marion.....	Los Angeles	*Sparks, Mrs. Agnes M...	Los Angeles
Gardner, Ethel J.....	Santa Ana	Udall, Luella	Los Angeles
Furnas, Sallie L.....	Pasadena	Webster, Stella N.....	Reno, Nev.
Hartbecker, Florence A...	Los Angeles	West, Elbert M.....	Alhambra
Hazelton, Mrs. Ada.....	Los Angeles	West, Ruth Winifred....	Los Angeles
*Heil, Frank Loucks.....	Santa Ana	Whitlock, Frances J.....	Los Angeles
Hobbs, Bessie Clare.....	Los Angeles	Whyte, Florence.....	Los Angeles

Total 30

Total number of students in General Professional Department..... 690

Total number of students in Kindergarten Training Department..... 67

Special students and Visiting Teachers..... 30

Total number enrolled in Normal School..... 787

Pursuing two courses; counted twice..... 5

Total, excluding names counted twice..... 782

PUPILS ENROLLED IN TRAINING SCHOOL

Number of pupils enrolled in Eighth Grade.....	68
Number of pupils enrolled in Seventh Grade.....	79
Number of pupils enrolled in Sixth Grade.....	80
Number of pupils enrolled in Fifth Grade.....	79
Number of pupils enrolled in Fourth Grade.....	82
Number of pupils enrolled in Third Grade.....	76
Number of pupils enrolled in Second Grade.....	84
Number of pupils enrolled in First Grade.....	96
Number of pupils enrolled in Kindergarten.....	56

Total number enrolled in Training School..... 700

SUMMARY

Total number students in Normal School..... 782

Total number pupils in Training School..... 700

Total number enrolled, all departments..... 1482

*Post-graduate.

UNIVERSITY OF ILLINOIS-URBANA



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